



**Welcome to Gillotts!  
Parents' Handbook  
2023-2024**

**'Not by ourselves alone'**

## Contents

Mission Statement	1
Useful contact information	2
Assessment and Examinations	3
Attendance	4
	5
	6
	6
	7
Behaviour	8
	8
	11
	12
Careers Education Policy	13
Collective Worship	15
Communication	15
	15
	16
	17
	17
	18
	18
Confiscations	18
Data Protection GDPR	19
E- Safety	24
	25
	26
	28
Equal Opportunities	31
Equipment for School	32
External Agencies and Support Services	32
Extended Services	33
	33
	34
	34
	34
	35
Governors	36
Home School Partnership Agreement	37
Homework	38
	40
IT at Gillotts inc BYOD	41
Insurance cover for students	43
	43
Learning Support	44
Library	44
Lost Property	45
Lunch time	45
Medical Facilities	46
Music	48
Parents' Association	49
Pastoral Support	50
Photographs	50

## Contents

Progress Management		51
Recognising success		52
	How will my achievements be rewarded?	54
Registration		55
Relationships & Sex Education		55
School day		56
School site		56
Smoking		56
Student Services		56
Staff list		57
Transport		61
Uniform		62
	Guidance on shoes	64
Uniform lists		65
Young carers		67



# Gillotts' School Mission Statement

## Vision

Gillotts is a high performing, innovative school where every student is valued as an individual, and is supported and encouraged to achieve their potential. We pride ourselves on being inclusive of all, developing academic achievers and individuals who make a positive contribution to society now and in their future lives.

## Values

### ***As individuals –we value –***

everyone as an individual, capable of growth, change and development; self-respect; self-belief; courage, humour; honesty; integrity; dedication; commitment; generosity of spirit; flexibility; vision; initiative; open-mindedness

### ***In our professional relationships with each other –we value –***

all staff, whatever their role; clarity in determining roles and responsibilities; respect for the unique contribution of different parts of the curriculum; effective communication; transparency; teamwork; good timekeeping; pride in our achievements; professional development; confidence in each other's support

### ***In our relationships with our students –we value –***

justice; equality; mutual respect; fairness; consistency; courtesy; high expectations; trust; achievement

### ***In the experience of learning in our school –we value –***

the joy of learning; creativity; a spirit of enquiry; risk-taking; exploration of ideas; challenge; raising aspiration; inclusion; hard work; celebration of achievement; freedom to express ideas and views; opportunities for reflection; sense of purpose; inventiveness; independence; rigour; mistakes as means of learning

### ***In our capacity as a community school –we value –***

partnership with parents, governors and the wider community; lifelong learning; human rights; preparing young people to become effective, responsible citizens; skills for life and for work

### ***In our environment –we value –***

an atmosphere conducive to learning; safety; respect for property; healthy living; sustainability

# Useful Telephone Numbers and Email Addresses

Main School Switchboard: 01491 574315  
General Office Email address: [office@gillotts.org.uk](mailto:office@gillotts.org.uk)

## **DARWIN HOUSE**

Head of House: Ms Katie Stepney, Assistant Head of House: Miss Hayley Rogers

House Administrator: Mrs Minke Koorts

Telephone: 01491 636803

Email:

[darwinhousebase@gillotts.org.uk](mailto:darwinhousebase@gillotts.org.uk)

- Organisation of subject detentions
- Support for new students starting in Darwin House
- Support with attendance at Parents' evenings and Academic Reviews
- Key liaison support worker with behaviour in school

## **ORWELL HOUSE**

Head of House: Mr Ryan Jansen, Assistant Head of House: Mrs Helen Wilson (interim)

House Administrator: Mrs Asha Waldrom

Telephone: 01491 636802

Email:

[orwellhousebase@gillotts.org.uk](mailto:orwellhousebase@gillotts.org.uk)

- Organisation of subject detentions
- Support for new students starting in Orwell House
- Support with attendance at Parents' evenings and Academic Reviews
- Key liaison support worker with behaviour in school

## **PANKHURST HOUSE**

Head of House: Mr Luke Harding, Assistant Head of House: Mr Brian George

House Administrator: Ms Tracy Millard

Telephone: 01491 636804

Email:

[pankhursthousebase@gillotts.org.uk](mailto:pankhursthousebase@gillotts.org.uk)

- Organisation of subject detentions
- Support for new students starting in Pankhurst House
- Support with attendance at Parents' evenings and Academic Reviews
- Key liaison support worker with behaviour in school

## **ATTENDANCE**

Telephone: 01491 636812 or email [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk) to report an absence or any other attendance related matter to our Attendance Administrators, Mrs Liz Singer and Mrs Laura Holmes.

# Assessment and Examinations

## Assessment - Feedback to feedforward

Teachers at Gillotts review student progress throughout their lessons, constantly seeking to find out what students have learnt. This allows them to judge whether to move on, to give students more opportunity to practise or to reteach ideas. Thus we refer to *feedback to feedforward*; teachers and students must act on feedback for it to be meaningful.

Much of the most effective feedback we give to students happens live in class and results in a change in the lesson delivery or in the plan for future delivery of lessons. This monitoring enables us to check indicators of student understanding as well as their work more frequently. Examples of techniques include: in class monitoring of student work, multi response and hinge questions, questioning, completion of high value tasks, peer and self-assessment, mini-whiteboards.

In addition to frequent live feedback in class, we aim for feedback and feedforward to be given at least every six lessons, or once per fortnight in subjects with seven/eight lessons (per fortnight). We believe that review of student work should be impactful, not onerous. Techniques such as whole class review and feedback, book or work skims, sample marking, live marking, target and action codes, use of google forms or online platforms will be used.

Assessment points such as low stakes tests or quizzes are planned at subject level and are used for student tracking as well as for an opportunity to review students' retention of skills and content.

Review of student work will always be used to inform next steps, either for the whole class or individual students. Teachers may give whole class feedback or adapt the content of future lessons; they may give individual feedback verbally, through comments or using target codes. In all cases we expect students to act on the feedback given.

## Examinations

**Year 7** - No formal examinations will take place during Year 7.

**Year 8** - Examinations will take place in most subjects in late January/ early February. These exams will take place in the School Hall and the students' results will be reported home, at the end of the term.

**Year 9** - Formal internal examinations will take place in the School Hall. These exams will be timetabled in late June and the results will be sent home as part of the reporting cycle.

**Year 10** - Year 10 exams will take place in April of Year 10 in the School Hall.

**Year 11** - The main formal mock period will take place in January of Year 11, with a further set of mocks in English Language and English Literature in March of Year 11. The majority of these will take place in the School Hall. All GCSE examinations will be taken in May/ June of Year 11.

# Attendance

Research has shown that regular attendance and good punctuality are crucial factors in students achieving their full potential at school. At Gillotts we believe we can do even better.

We wish to work in partnership with parents and carers and seek your full support in ensuring that your child attends Gillotts every day and on time.

We are always willing to work together with parents/ carers in resolving any difficulties but we are also committed to improving attendance levels at school.

**We strive towards 100% attendance for all students.**

Student attendance is monitored on a weekly basis; every student is placed in one of the following groups:

## Group 1:

The child attends for 96% - 100% of the time.

A child absent for 1.5 weeks in the year would equal an attendance statistic of 96%

## Group 2: Concern

The child attends for 90% - 95.9% of the time.

A child absent for 3.5 weeks in the year would equal an attendance statistic of 90%

## Group 3: Risk of Underachievement

The child attends for 85% - 90% of the time.

## Group 4: Severe Risk of Underachievement

The child attends for 85% or less of the time

Attendance %	Short term impact	Days missed per year	Learning lost in a year	Learning lost in a school career
100	Full attendance	0	0	0
95	Half a day off per fortnight	10	2 weeks	10 weeks
90	A day off per fortnight	19	1 month	Half a year
85	A day and a half off per fortnight	29	A half term	Equivalent to missing most of Year 11
80	A day off per week	38	Over half a term	A full year

Form tutors will support students to monitor their weekly attendance so that they are familiar with the above statistics. Please talk to your child about their attendance, and discuss which group they may fall into.

Families whose children have an attendance below 90% will automatically be placed on a Parenting Contract and may be referred to Oxfordshire County Council's (OCC's) Attendance & Engagement team.

Students with 100% attendance will be awarded certificates each half term. It is important that parents/ carers monitor single day absences, as these days can soon add up to weeks. If you are at all concerned about your child's attendance please contact their house base.

As a parent/ carer, there are important steps that you can take to help support our attendance drive:

- Ensure the school has up to date addresses, telephone numbers and email addresses.
- Ensure your child comes to school every day, on time, equipped and ready to learn. Period 1 begins at 8.45 am. Students should be in the building by 8.40 am.
- Talk to your child about the impact of lateness, on their school day and school career.
- Inform the school in a timely manner of any medical appointments or requests for absence.
- Try to ensure that medical appointments are made outside of school time.
- Make sure you respond to school letters, telephone calls, emails and texts regarding attendance and punctuality.
- Avoid trivial absences such as 'buying new shoes'. This would not be accepted as a reasonable absence.
- Communicate with your child's house base early and regularly when you have any attendance concerns.

## LATE ARRIVAL AT SCHOOL

When your child arrives late at school, they miss out on important information. The teacher then has to take time from the rest of the class to settle them in.

Your child may also feel embarrassed at entering the classroom late and will miss important social interaction with friends before school

Minutes late every day during the school year	Is the equivalent of missing:
5 Minutes	3.4 Days a year
10 Minutes	6.9 Days a year
15 Minutes	10.3 Days a year
20 Minutes	13.8 Days a year
30 Minutes	20.7 Days a year

Frequent lateness can add up to a considerable amount of learning lost, and can disadvantage your child. Teaching punctuality will help their independence and the importance of being on time for work in later life.

### **Informing the school about a child's absence:**

If no contact is received regarding an absence, it is recorded as unauthorised. Ultimately the school is responsible for deciding if the absence is acceptable or not. Only genuine absence will be authorised. You will be asked to provide evidence of reasons for absence if your child has a poor attendance record.

After 10:30 am, un-notified absences will be investigated via a text message or telephone call from the administrative staff. If no response is given the absence will be marked as unauthorised.

For all absence requests please email: [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk)



### **Late arrivals:**

Students arriving after 9.15 am will be marked absent and will require an explanatory note or the absence will remain unauthorised. Students arriving late MUST sign in at Reception.

If you wish to check that your child has arrived at the school, please call the school or email [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk). They will inform you if your child has been registered.

### **Illness:**

If your child is ill, please leave a message on 01491 636812 or email [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk) by 8:45 am, with a specific reason on the first day of absence and every subsequent day/s if the illness/ absence continues.

In the event of an absence lasting more than five days, we will require evidence from your GP practice in order to authorise the absence.

### **Medical appointments:**

If your child has a dental or doctor's appointment, you must email [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk) with as much notice as possible, ideally at least two days before the absence. This allows time for your child's records to be amended and therefore for them to be released from reception in a timely manner.

We advise parents to try and book these appointments to take place first thing in the morning or towards the end of the day. Parents are asked to collect their child from the main reception and ensure they have signed out.

We will only authorise a half day for a medical appointment; if a whole day is taken the second half will be recorded as an unauthorised absence.

Students MUST sign in on their return, to ensure we know their whereabouts in the event of an emergency.

### **Leaving the school site during the school day:**

Students may **NOT** leave the school site at any time unless:

- a) An email/ telephone request has been received from parents/ carers.
- or**
- b) Written permission is given to a student by their Head of House.

If neither of these are available to the team at reception at the time of the appointment, they may be refused permission to leave the school site.

If staff in a particular department are unable to deal with a first aid incident, or if a student is feeling unwell during the school day, they should go to the first aid room at Student Services. A member of staff will then contact the parent/ carer if the student is deemed too unwell to continue with the day. Often students will contact home to say they feel unwell and ask to be collected – please can we ask that you check with Reception initially and only come to the school when requested to do so by a member of staff.

All students must have permission from a member of staff before they leave school if they are unwell, and **MUST** be signed out at Reception.

### **Term time holiday requests:**

As you know, students of school age must, by law, attend school regularly. Holidays should not be taken during school time. Absence from school during term time is disruptive both to your child's education and to the school.

If your child is to be away from school during term time, please email [attendance@gillotts.org.uk](mailto:attendance@gillotts.org.uk) at least one month prior to the requested absence period. The request will be considered by the Headteacher and Assistant Headteacher, and the Attendance Administrators will confirm whether or not the absence has been authorised.

You cannot yourself authorise a child's absence for a holiday during term time.

OCC (The LA) have released guidance to schools in response to **The Education (Penalty Notices) (England) (Amendment) Regulations 2013**. This guidance states:

“Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.”

Consequently, it is highly unlikely that time off will be authorised during term time for a family holiday. If you do decide to take a holiday during term time without the school's agreement, it will be referred to the attendance team at Oxfordshire County Council and you may incur a fine.

# Behaviour

## Gillotts' Behaviour for Learning Policy

We have a Behaviour for Learning policy that emphasises managing behaviour in a positive way and rewarding achievement. A complete copy of the policy is available on the school website. We aim to make every member of the school community feel valued by promoting an atmosphere of mutual respect and enhancing self-esteem. Behaviour which interrupts teaching and learning is unacceptable.

## Rights

Everyone has a right:

- To be treated with consideration, courtesy and honesty
- For themselves and their belongings to be treated with respect
- To learn and teach uninterrupted in a peaceful and safe environment

## Responsibilities

Each member of the school community will:

- Treat everyone in the school with respect, kindness, courtesy, consideration and not do harm to others
- Be honest and truthful
- Respect others and others' belongings
- Ensure they do not disturb the learning and teaching of others

A full copy of the Behaviour for Learning policy is available on request.

## Anti-Bullying Policy

We do not tolerate bullying at Gillotts but recognise that it can happen in any school. Staff, students and parents work together to stamp it out to make Gillotts an anti-bullying school.



## **Advice for Parents and Teachers**

A child may indicate through signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school
- Doesn't want to go on the school bus
- Begs to be driven to school
- Changes their usual routine
- Becomes withdrawn, anxious or lacking in confidence
- Starts to stammer
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above

### **Here is how it works:**

Bullying is deliberately acting in a way which harms a person physically, socially or emotionally. Bullying results in pain and unhappiness, it can be one person or a group.

#### **Spoken**

Name calling

Insults

Teasing

Threats (blackmail)

Racist, sexist, homophobic, biphobic or transphobic comments

#### **Written**

Unkind notes

Graffiti

Abusive text messages

#### **Emotional**

Leaving people out (Isolation)

Spreading rumours

#### **Physical**

Pushing

Hitting or kicking

Taking possessions

Hiding or breaking things

#### **Cyber**

Spreading rumours using Internet sites

Threatening messages through Social Media or texts etc.

## Help Organisations:

Advisory Centre for Education (ACE) 0300 0115 142 or [www.ace-ed.org.uk/advice-about-education-for-parents](http://www.ace-ed.org.uk/advice-about-education-for-parents)

Coram Children's Legal Centre or [www.childrenslegalcentre.com/](http://www.childrenslegalcentre.com/)  
Lawstuff, run by the Children's Legal Centre: [www.lawstuff.org.uk](http://www.lawstuff.org.uk)

Family Lives (formerly Parentline Plus) 0808 800 2222 <https://www.familylives.org.uk/>

Childline 0800 1111 or [www.childline.org.uk](http://www.childline.org.uk)

Youth Access 0208 772 9900 or [www.youthaccess.org.uk/](http://www.youthaccess.org.uk/)

Bullying UK (part of Family Lives, previously Bullying Online) 0808 800 2222 or [www.bullying.co.uk](http://www.bullying.co.uk)

Thinkuknow: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

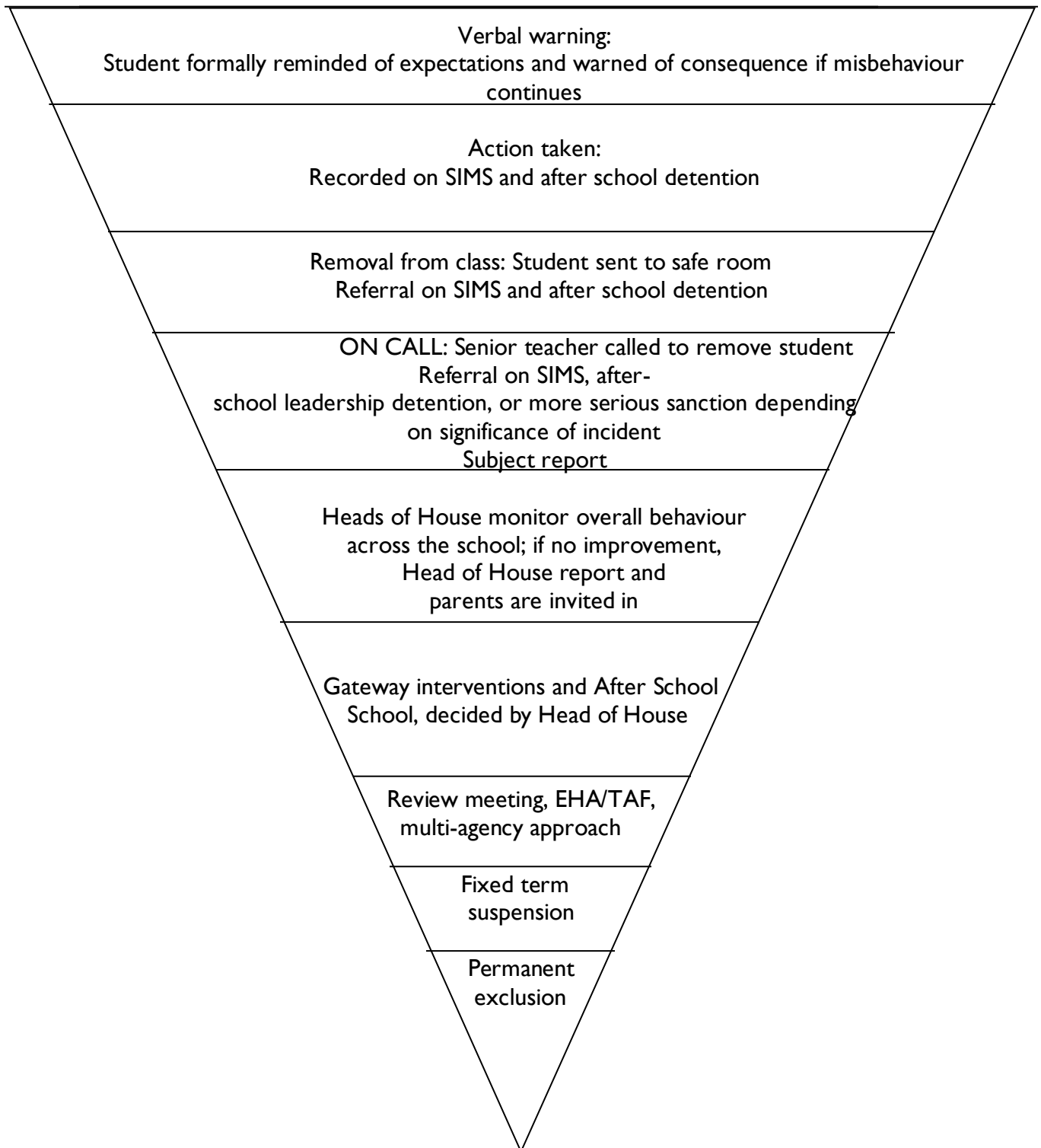
People react differently. It is not always possible to tell if someone is affected, hurt or upset but **bullying is always wrong**.

Everybody at Gillotts has the right to work in a pleasant environment where they feel confident and secure. Bullying is the intimidation, abuse or harm of an individual by a person or group. It is never acceptable.

Students who are found to have been involved in bullying will be dealt with in accordance with the school's Behaviour for Learning Policy.

## What are the consequences of poor behaviour?

Although there is a hierarchy, it is important to note that some incidents may require certain steps to be missed



## Gillotts' Detention Structure

### After school detention (1 hour on a Monday, Wednesday or Thursday):

<ul style="list-style-type: none"> <li>• 2 lates/week (for any part of school day)</li> <li>• 2 missed homeworks in one subject during one term (resets after detention)/insufficient work in class</li> <li>• 2 SOPs check behaviours in one term (resets after detention)</li> <li>• 2 lack of equipment (inc. books) in one subject during one term (resets after detention)</li> <li>• Repeatedly not meeting uniform expectations, including two PE kit faults/no kit</li> <li>• Poor behaviour in lesson/ Safe room used</li> <li>• Truancy (but remaining on site)</li> <li>• Out of bounds during day</li> <li>• Poor behaviour out of lesson time (corridors, littering, vandalism etc)</li> <li>• Poor behaviour in assembly/lining up</li> <li>• BYOD - no device for lessons (H/B to be informed so device can be brought in. H/B also to add detention to SIMS)</li> <li>• Repeated BYOD misuse (eg phone out in/between lessons; headphones being worn)</li> </ul>	<p>1 hour after school detention - next available (email home)</p>
<p>Failure to attend after school detention results in:</p>	
<p>After school Leadership detention</p>	<p>1.5 hour Friday after school detention - same week (email home)</p>
<p>Failure to attend after school Leadership detention results in an internal exclusion and 1 hour after school detention on following Monday</p>	

### After School Leadership Detentions:

<p>On Call used</p>	<p>1.5 hour Friday after school detention - same week (email home) <i>(or more serious sanction, depending on significance of incident)</i></p>
<p>Leaving school site (at break/lunchtime)</p>	<p>1.5 hour Friday after school detention - same week (email home)</p>
<p>Failure to attend after school Leadership detention results in an internal exclusion and 1 hour after school detention on following Monday</p>	

### **Internal Exclusion:**

Failure to attend after school Leadership detention	Internal exclusion and Monday after school detention
No subject books	Internal exclusion (until resolved)
Truancy (leaving school site during school day)	Internal exclusion
Vaping/Smoking or in the presence of vapers/smokers	Internal exclusion
Significant behaviour incidents (refusal to follow request, defiance, verbal and physical abuse, bullying, theft, etc)	Internal exclusion
Failure to complete internal exclusion will lead to after-school school or external suspension	

## **Careers Education Policy**

### **Aims:**

- To prepare students for the opportunities, responsibilities and experiences of adult life
- To provide opportunities for students to develop transferable skills for life
- To help students appreciate the benefits of life-long learning

### **Objectives:**

To enable students to -

- Know themselves better
- Be aware of education, training and career opportunities
- Make choices about their own continuing education, training and career paths
- Manage transitions to new roles and situations

We seek to give students up-to-date information on careers and the changing work structure and also opportunities to learn about these. In order to do this, we aim to deliver an effective careers education programme, which is undertaken by all students regardless of gender, race, religion and ability, through tutor time and PSHE days.

### **Content**

This programme includes the important elements of: decision-making, action planning, negotiation skills, self-presentation and accessing careers information.



## Statement of Entitlement for Careers Education

We believe that during their five years at Gillotts School every pupil is entitled to:

1. A planned programme of Careers Education
2. A chance to evaluate the programme
3. Access to Careers Guidance
4. Access to unbiased and up to date information
5. A curriculum which relates to adult life

## Work Experience (WEX)

During term 5 in Year 10, students will take part in a one week placement. Students are encouraged to find a placement within a sector they are interested in, but they will be offered support by OxLEP to find a suitable placement.

**OxLEP** - <https://www.oxfordshirelep.com>

If you know of a company that may be able to offer placements, please contact the Advice & Guidance Leader, Mrs C Tristem: [ctristem@gillotts.org.uk](mailto:ctristem@gillotts.org.uk)

At key stage 4, students have access to a one to one interview with a careers advisor from **Adviza**.

Adviza provides students with information and advice on:

- Post 16 qualifications
- College and university
- Careers
- Apprenticeships

<http://www.adviza.org.uk/>

## Trips and Speakers

There are opportunities for all year groups to have access to trips and speakers throughout their time at Gillotts, covering a wide variety of career opportunities. If you think you or your company would be able to offer any expertise to enhance the careers curriculum, please contact the Advice & Guidance Leader, Mrs C Tristem: [ctristem@gillotts.org.uk](mailto:ctristem@gillotts.org.uk)  
Further information is available in our Provider Access policy.

## Other useful resources:

**Gillotts School Website (Overview and announcements):** [www.gillotts.org.uk](http://www.gillotts.org.uk)  
<http://gillotts.oxon.sch.uk/teaching-and-learning/careers-overview/>  
**[www.oxme.info](http://www.oxme.info)**

This website is regularly updated with opportunities around Oxfordshire. It is suitable for young people looking for work, apprenticeships, training, volunteering and much more.

### **National Careers Service**

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx> - this offers information and professional advice about education, training and work to people of all ages. The website, helpline and web chat offer confidential and impartial advice supported by qualified careers advisers. The telephone number is 0800 100 900

### **National Apprenticeship Service**

[www.apprenticeships.org.uk/](http://www.apprenticeships.org.uk/) - this supports, funds and co-ordinates the delivery of Apprenticeships throughout England.

# Collective Worship

Each day students attend an assembly or a tutor period lasting approximately 20 minutes within which there are opportunities to explore and reflect upon moral and spiritual issues. Various themes are followed throughout the year, which focus on key values and principles. Sometimes material from specific religious traditions is used; at other times we draw upon figures and events from history, literature and music. Personal responsibility and citizenship are strong themes, which are echoed throughout the curriculum.

Parents have the right to withdraw their son or daughter from collective worship and Religious Education for reasons of conscience by giving advance notice to the school in writing.

## Communication

### Contacting the school

In addition to your child's school reports, consultation evenings and information evenings, we hope that parents will feel able to contact the school at any time if anything is worrying them.

This could be a worry about an academic problem such as homework, the level of difficulty in a lesson, or a social problem such as friendships or bullying. We find that when we work closely with parents to tackle problems early on, we stand a much greater chance of finding a good solution. We welcome contact with parents, no matter how trivial you may feel the problem to be and will always try to respond for the benefit of the students.

We also welcome contact when you don't have problems! Perhaps you would like to air your views on some aspect of school life, or are particularly pleased with your child's progress.

### Whom to contact

If in doubt, contact your child's tutor. This will never be wrong, but there may be times when it would be more useful to be directly in touch with another member of staff. The guidelines below will help, we hope.

#### Contact the tutor if:

- There is a family, social or medical problem affecting your child
- Your child is generally unhappy at school
- Your child's work is concerning you in a general way
- You want us to know about something good your child has done
- You are not sure who else to contact

#### Contact a subject teacher if:

- The query or concern is subject-related

#### Contact the Subject Leader if:

- The query or concern is subject-related, and you are unable to contact the subject teacher, or contact with the subject teacher has not resolved the problem.

**Contact the Special Educational Needs & Disabilities Co-ordinator (SENDCo) if:**

- Your child has been assessed privately and you would like to discuss the final report and how its recommendations may be followed at school.
- You would like further advice on your child's learning difficulties.

**Contact the appropriate Head of House if:**

- You have a general concern about your child which contact with the tutor has not resolved.

**Contact the Deputy Head or Headteacher if:**

- You have tried other members of staff and don't seem to be getting anywhere.
- You would like to discuss an issue affecting the whole school.

**How to contact teachers at Gillotts****By 'phone or email**

Telephoning or emailing the appropriate Housebase is best if there is something we ought to know quickly. If it is really urgent, you can ring after 08:00am each day, but everyone is really busy at the start of school so you may have to leave a message on the answer machine and somebody will contact you as soon as possible. For less urgent matters it is best to try after 09:15 am.

You probably will not be able to talk to the person you ask for straight away. Most of the teaching staff spend most of the day teaching! Please leave a message with the administrative staff, who will ask the teacher to ring you back. If it is really urgent, do say so because it is not always easy for a teacher to ring back the same day, but we will try to do so if we know it is urgent.

We find email is a convenient and effective means of communication, recognising it is often difficult for parents and teachers to speak directly. For this reason we publish the email addresses of all our teachers, as well as for those members of staff having addresses linked to specific functions, for example the Office and Housebases. You should expect to receive at least an acknowledgement of your email within 48 hours. If it is not possible to provide a full response straightaway, you should receive an indication of how long one is likely to take.

Please note that the 48 hour turnaround only operates on working days – there is no expectation for teachers to reply to emails over the weekend, in the evening or during the school holidays.

It helps everybody if you can quote your child's tutor group, eg PSJW. This information helps us to connect you with the correct tutor.

In an emergency we can get messages to students but we do not have the facilities to pass on non-urgent messages during the school day.

## **By note**

This is useful for less urgent things – which doesn't mean less important! One useful idea is to explain the problem briefly in the note, and ask the teacher to ring you to talk about it or to arrange a meeting. Please explain if you can only be near a 'phone at a particular time.

If you ring the school to explain an absence, please remember that you must also cover this absence with a written note, which your child must give to his or her tutor.

## **Letters, Emails, Newsletters, Calendars and the website**

During the school year, you should expect to receive a school newsletter each term. We send these out by email and a copy is put on the website. These give you general information about what is going on at the school and sometimes include very important items that we want all parents to know about. They also include news and publicity for the Parents' Association.

Another kind of email you will receive is one giving detailed information about a particular item or event which may be sent to all parents or to a particular group (such as Year 7 parents). We use a service called Schoolcomms, and increasingly letters will be available online, on the parents' area of the website.

We publish a calendar for the school year in September including all the major events which are planned for the year. This is on the website. However careful and far-seeing we are, there are always changes and additions to be made as the year progresses – please check the calendar regularly.

Sometimes, when we have something extremely important or urgent to tell parents, we will communicate by Royal Mail. For obvious financial reasons, however, we keep these occasions to a minimum.

It is vital that we have up to date email addresses and mobile phone numbers for contacting parents (via Schoolcomms) if there is a school emergency/ closure, for example in the case of bad weather. If there is any change to the details you have provided on the School Information Form, please make sure your child's Housebase is informed, so that the school system can be updated.

## **Separated Parents**

Special arrangements can be made for separated parents who are not living with their children to receive reports, newsletters, etc. Please contact the House Administrators with details. Additionally, we do need to be told of any changes in this respect. All information will, of course, be treated strictly confidentially.

## **Record of meetings**

Parents are always welcome to be accompanied to meetings by a family member, friend or colleague. If there are not formal minutes, we will be happy to send you a summary of the key points/ actions by email. Electronic recording of meetings is not normally permitted unless the parent's own disability or special needs require it.

## **Meeting Deadlines**

It is extremely helpful if you try to follow our schedules for responding to letters, applying for trips etc. This helps us to support your children effectively. Increasingly parents are asked to respond electronically, often via Google forms, but occasionally reply slips are used and should be handed in at Student Services.

## **Parent Consultation Evenings and Academic Review Meetings**

These are formal opportunities for parents to discuss the progress of their children, there is a Parents' Consultation Evening (PCE) for each separate year group within the academic year.

At the start of Term 1 there are Academic Review Meetings for students in Year 7, which is an opportunity for you to meet your child's tutor, to discuss how they are settling in and raise any concerns. These are face-to-face, on the school site.

During Term 2, there will also be a Virtual Parents' Consultation Evening for students in Year 7, where you will have the opportunity to discuss your child's progress with their subject teachers. Appointments are made via an electronic booking system prior to the evening. Full details of how this operates will be provided nearer the time.

Your child should accompany you to the Virtual Parents' Consultation Evening. We find that the dialogue between parents and teachers is so much more effective, meaningful and relevant when it includes the student.

## **Confiscations**

Sometimes students will come to school wearing items of clothing, shoes or jewellery which are not acceptable within our uniform policy. Usually, such items will be confiscated for by members of staff for seven days and passed to Student Services for safekeeping. Students can reclaim confiscated items from Student Services after this time. In exceptional circumstances it may be possible for parents to come and collect items personally during those seven days, from the working day following the confiscation. Parents must contact Reception prior to arrival at school to ensure the item is retrievable.

If staff confiscate a mobile phone, the phone can be collected from Student Services at the end of the day.

However, if a student is "grossly misusing" their phone/ device, for example to access completely inappropriate information, their property will be confiscated for seven days, or until a parent can come into school to collect it.

# GDPR - How we use pupil information

The categories of pupil information that we collect, hold and share include:

- Personal identifiers and contacts (such as name, unique pupil number and address; parental information; emergency contact information)
- Characteristics (such as ethnicity, language, and free school meal eligibility)
- Medical and administration (such as doctor's information, relevant medical conditions, allergies, medication and dietary requirements)
- Attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- Behavioural (such as behaviour incidents, suspensions and any alternative provision)
- Assessment and attainment (such as national curriculum assessments, GCSE results, post 16 courses enrolled for and any relevant results)
- Special educational needs (including the needs and ranking)
- Safeguarding information (such as court orders and professional involvement)
- School history (such as where pupils go when they leave us)
- Trips and activities
- Biometric data
- Photographs
- CCTV images captured in school
- Data about use of the school's IT systems

This list is not exhaustive. To access the current list of information we process, contact the IT Services Manager.

## Why we collect and use this information

We use the pupil information:

- to support pupil learning
- to monitor and report on pupil attainment and progress
- to provide appropriate pastoral care
- to keep children safe
- to assess the quality of our services
- to meet the statutory duties placed on us for DfE data collections
- to comply with the law regarding data sharing

## The lawful basis on which we use this information

We only collect and use pupil information when the law allows it. Most commonly, we process it where:

- We need to comply with a legal obligation;
- We need to perform an official task in the public interest.

Less commonly, we may also process pupil information in situations where:

- We need obtained consent to use it in a certain way;
- We need to protect the individual's vital interests (or someone else's interests).

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

Where we have obtained consent to use pupil information, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and how consent can be withdrawn.

### **Collecting pupil information**

We collect pupil information via the Student Information Form, on admission, and through the Common Transfer File (CTF) from the previous school.

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the data protection legislation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing pupil information**

We hold pupil information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary to comply with our legal obligations. Our Records Management Policy, available on our website, sets out how long we keep information about pupils. We use all appropriate technical and organisational methods to secure your data.

### **Who we share pupil information with**

We routinely share pupil information with:

- our local authority
- the Department for Education (DfE)
- awarding bodies
- schools that the pupils attend after leaving us
- Ofsted
- our School Nurse
- our school counsellors

We also provide pupil level personal data to third party organisations which supply services to us for which the provision of the data is essential for the service to be provided. Decisions on whether to release this data are subject to a robust approval process, including the arrangements in place to store and handle the data.

We currently provide pupil level data for the following purposes:

- Systems integral to the delivery of core business services, e.g. Scomis, SISRA, Capita, Schoolcomms
- Systems integral to the operation of IT Services systems, e.g. Google, EE, Salamander
- Curriculum products, e.g. GCSE Pod, Sparx Maths, VocabExpress

A full current list is available on request.

### **Photographs**

As part of our school activities, we may take photographs and record images of individuals within our school. Where we don't need parental consent, we will clearly explain to the pupil how the photograph and/ or video will be used. We will obtain written consent from parents/ carers for photographs and videos to be taken of pupils for communication, marketing and promotional materials.

Where we need parental consent, we will clearly explain how the photograph and/ or video will be used to both the parent/ carer and pupil. Consent can be refused or withdrawn at any time. If consent is needed and is withdrawn, we will delete the photograph or video and not distribute it further.

When using photographs and videos in this way we will not accompany them with any other personal information about the child, to ensure they cannot be identified.

### **Why we share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

### **Data collection requirements**

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to:

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

### **Youth support services**

#### *Pupils aged 13+*

Once our pupils reach the age of 13, we also pass pupil information to our local authority and/ or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- youth support services
- careers advisers

The information shared is limited to the child's name, address, and date of birth. However where a parent provides consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the pupil once they reach the age of 16.

### **Department for Education**

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections. We share information in the school census under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013. All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current [government security policy framework](#).

For more information, please see 'How Government uses your data' section.



## Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Mary McWhinnie, PA to the Headteacher, [mmcwhinnie@gillotts.org.uk](mailto:mmcwhinnie@gillotts.org.uk)

You also have the right to:

- ask us for access to information about you that we hold
- have your personal data rectified, if it is inaccurate or incomplete
- request the deletion or removal of personal data where there is no compelling reason for its continued processing
- restrict our processing of your personal data (ie, permitting its storage but no further processing)
- object to direct marketing (including profiling) and processing for the purposes scientific/ historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect for you.

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

For further information on how to request access to personal information held centrally by DfE, please see 'How Government uses your data' section of this notice.

## Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have a right to withdraw that consent. If you change your mind, or are unhappy with our use of your personal data, please let us know by contacting Mrs Mary McWhinnie, PA to the Headteacher, [mmcwhinnie@gillotts.org.uk](mailto:mmcwhinnie@gillotts.org.uk)

**Last updated** - We may need to update this privacy notice from time to time. This version was updated in August 2019.

**Contact** - If you would like to discuss anything in this privacy notice, please contact: Mrs Mary McWhinnie, PA to the Headteacher, [mmcwhinnie@gillotts.org.uk](mailto:mmcwhinnie@gillotts.org.uk)

## How Government uses your data

The pupil data that we lawfully share with the DfE through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures)
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

## Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

## **The National Pupil Database (NPD)**

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD). The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

## **Sharing by the Department**

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools and local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact the DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, the DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfe-external-data-shares>

## **How to find out what personal information the DfE holds about you**

Under the terms of the Data Protection Act 2018, you are entitled to ask the Department:

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they're holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the Department, you should make a 'subject access request'. Further information on how to do this can be found within the Department's personal information charter that is published at the address below:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>

To contact DfE: <https://www.gov.uk/contact-dfe>

## E-safety: Surf Safe

### GILLOTT'S' TIPS TO STAY SAFE ON THE INTERNET

#### **STAY ANONYMOUS!**

Use another name or a nickname - Keep your address a secret - Don't say where you go to school - Only give your phone numbers to people you know - Don't tell ANYONE anything that you don't want the world to know!

#### **BE PRIVATE!**

Keep your login details secret - Always use the privacy settings when creating a profile on networking sites like Tik Tok, Instagram, Snapchat or Facebook - Get an adult to help you with your privacy settings

#### **WANT TO POST A PHOTO?**

If you want to post a photo, YOU choose it – Make sure the picture doesn't show any background detail – It's hard, we know, but think before you answer personal questions – If anyone asks you to pose say NO

#### **WANT LOTS OF FRIENDS?** *Of course you do! but...*

Not everyone is who they say – Don't let anyone you've just met on the Internet be your 'buddy' – Real friends are those who've shown they care about you

#### **SO YOU WANT TO MEET?** *It's good to be with mates but...*

Meeting strangers is ALWAYS very dangerous – Some Internet users have very bad intentions and will use any trick to get you to meet them

#### **BE HAPPY!**

If, when chatting, you feel uneasy or even threatened, sign off! – Tell your mum, dad or teacher about any worrying experiences, not just your friends – Block anyone who gives you bad vibes

#### **TALK TO SOMEONE!**

There are people who care about you; family, friends and teachers – If you need to discuss a problem, talk to one of *them*, not someone you've just met online – Remember, it could be dangerous to do so

#### **BELIEVE.....NOT!**

Don't fall for it. Things aren't always what they seem! – Everyone exaggerates: you probably do it as well! – Some people might tell lies just to get to you – A few are dangerous

**BE SAFE! BE SURE! BE SAVVY!**



## **A parent's guide to managing Xbox, Play station or computer games**

The internet has changed the way that young people play games and socialise. Games can be played against anyone in the world, at any time & for as long as they want. Almost anything that connects to the internet will allow you to play these games – desktop computers, laptops, consoles like Playstation or Xbox, or mobile phones.

Gaming is great fun, but just as with anything online, there are risks you should help your child to avoid. It's important that you're involved in your child's experiences, even if it feels like a different world! Here are some simple ways to help your child 'game' safely.

### **Check the Age Rating**

Just like with films, you should check the game's age rating before allowing your child to play. The organisation 'PEGI' set age ratings for games and classify their content according to what is appropriate for different age groups. The rating will help you decide whether the game is suitable for your child.

<http://www.askaboutgames.com/pegi-rating/>

### **Talk to them about the games they play**

Ask your child what is hot, and what is not! Get them to tell you about the game and, if they (and you) can bear it, play against them!

You might want to ask them:

**What they like about it?**

**Which of their friends play it?**

**Who are their friends on the game?**

**To tell you about their character and profile?**

It is important to stay up-to-date and regularly ask your children about the games they play and the people they are friends with.

For more information about safe gaming, including setting parental controls on different games consoles, visit the UK Interactive Entertainment Association:

<https://ukie.org.uk/>

### **Know who they're talking to**

Most of the popular online games are played by adults and children alike. Therefore, your children need to be aware of the information that they share and the people they talk to.

It's never a good idea to share personal information such as their name, address, email address, passwords, telephone numbers or the name of their school with people they don't know and trust in the real world. Talk to your child about how people can sometimes lie online or pretend to be someone else. Encourage your child to keep gaming friends 'in the game' and not to invite them to be friends on their social networks.

### **Set boundaries**

Some online games are virtual worlds which never end, where missions can take hours to complete. It's important to set limits on the amount of time your child spends playing online. Be aware of how long they spend gaming and set rules, as you would for TV. It would be unfair to expect your child to achieve their full potential in a school day, if they are playing computer games until the early hours of the morning. Also, ensure that they take regular screen breaks – at least five minutes every 45-60 minutes.

### **Know what to do if something goes wrong**

Things can go wrong when gaming, whether that's someone being mean, inappropriate or asking you to do something that you're not comfortable with. It's important that you and your child know what steps you can take in the game to block & report people & how to report & seek support by clicking on the "other services" link, which will take you to the CEOP (Child Exploitation and Online Protection) website [other services](#)

If you have not explored this website please do so, it has loads of really useful and practical advice for parents and young people on internet safety etc. As mentioned elsewhere in the handbook, please also visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) There is also a very good 30 minute film entitled 'The Parents' and Carers' Guide to the Internet', this can be viewed via the following link [thinkuknow.co.uk/parents](http://thinkuknow.co.uk/parents)

### **Age-based guidelines for children's Internet use**

While there may be unsuitable content (and characters) on the web, it's not hard to protect youngsters from the potential dangers.

A few years ago child psychologist Dr Tanya Byron, perhaps best known for her BBC series House of Tiny Tearaways, was asked by the prime minister to put together an independent review looking at the risks to children from exposure to the internet and video games.

When the report was published she noted that there exists a "generational digital divide which means parents do not necessarily feel equipped to help their children in this space". This is coupled with a "risk-averse culture where we are inclined to keep our children 'indoors' despite their developmental needs to socialise and take risks".

So how can we look after our children in a (cyber)space we understand less well than they do? And how can we overcome understandable, if sometimes misplaced, fears about the threats so we can let our children thrive online while keeping them away from danger? The starting point is to understand those risks.

## **Ages 11 to 14**

Children this age are savvier about their Internet experience, but it's still a good idea to supervise and monitor their Internet use to help ensure they are not exposed to inappropriate materials.

You can use Internet safety tools to limit access to content and websites and provide a report of Internet activities. Make sure children this age understand what personal information they should not give over the Internet.

When your children are this age it might not be practical to physically supervise their Internet use at all times. You can use tools such as [Windows Live Family Safety](#) or [Windows Parental Controls](#), or Apple Screen Time for Apple devices

### **Here some safety tips to consider when you go online with your 11-14 year old:**

1. It's a good idea to foster open and positive communication with your children. Talk with them about computers and stay open to their questions and curiosity
2. Set clear rules for Internet use.
3. Insist that your children not share personal information such as their real name, address, phone number, or passwords with people they meet online.
4. If a site encourages kids to submit their names to personalize the web content, help your kids create online nicknames that give away no personal information.
5. Use family safety tools to create appropriate profiles for each family member and to help filter the Internet. For more information, see [Windows Live Family Safety](#) or [Windows Parental Controls](#). For Apple devices, consider App
6. Set family safety tools on the medium security setting, which should have some limitations on content, websites, and activities.
7. Keep Internet-connected computers in an open area where you can easily supervise your kids' activities.
8. Help protect your children from offensive pop-up windows by using the pop-up blocker that's built into the browser.
9. Encourage your children to tell you if something or someone online makes them feel uncomfortable or threatened. Stay calm and remind your kids they are not in trouble for bringing something to your attention. Praise their behaviour and encourage them to come to you again if the same thing happens.



## **Advice for Parents and Carers on the use of Facebook and other social media sites**

**Useful parent guides for social media**  
**<https://nationalonlinesafety.com/guides>**

***Facebook's terms and condition state that all users must be 13 years or older. As such it is strongly recommend that parents do not allow children who are under 13 years of age to have their own personal account online.***

The age restriction is to help protect your child from any potential risk that they may encounter while using the site. Yet many children under 13 years of age openly admit to having a Facebook profile/account, and it is often a **family member** that has helped them set up their account!

Please be aware that if your son/daughter creates a Facebook profile using false details (e.g. date of birth), not only could they be in breach of Facebook policies but the account could be closed and they could be banned from using Facebook in the future.

The safety and wellbeing of children and young people is a priority, so please note some of the following risks that young people may face while using Facebook or similar sites. These risks are not just for the under 13s but may be considered greater the younger the child is.

- **Facebook currently uses 'Age Targeted' advertising and your child could be exposed to adverts of a sexual or other inappropriate nature.**
- **Children may accept friend requests from people they don't know in real life, which could increase the risk of inappropriate contact or behaviour, or even worse.**
- **Dialogue, games, applications, groups and content posted or shared on Facebook is not moderated and therefore can be offensive, unsuitable for children and even illegal.**
- **Photographs shared by users are not moderated and therefore children could be exposed to inappropriate images or even post their own.**
- **Underage users might be less likely to keep their identities private and lying about their age can expose them to further risks regarding privacy settings and inappropriate behaviour.**

It is strongly recommended that parents and carers are aware of filtering tools or parental controls that can greatly reduce the risk to young people while using the internet. However it

is equally important to say that they are not always effective and young people may still be able to access unsuitable content.

Good communication and regular monitoring of their internet use will help reduce the risks. Talk to your child about their experiences, their likes and dislikes, who they're speaking too, what sites they use and games they play etc. In general monitor their use, **if they don't like you doing that, there's probably a reason why - be suspicious!**

**You may want to check the following points:**

- **Check their profile is set to private and that only approved friends can see information that is posted**
- **Closely monitor your child's use, and talk to them about safe and appropriate online behaviour such as not sharing personal information, clicking onto unknown links, installing applications and not posting offensive messages or photos.**
- **Please also be aware that young people may talk about personal issues or events that may put themselves, others or their belongings at risk. You wouldn't put an advert in the window of the local newsagent saying you're going abroad for a week's holiday at the end of the month! So why let your child broadcast the fact to 1500 people via Facebook or any other site? Would it put your family home and belongings at greater risk!!?**
- **Consider installing the CEOP (Child Exploitation and Online Protection Centre) application on [www.facebook.com/clickceop](http://www.facebook.com/clickceop) on their profile.**
- **Set up your own profile so you can understand how the site works and tell them to have you as a friend, so you know what they are posting online. Have a look at the advice for parents/carers from Facebook [www.facebook.com/help/?safety=parents](http://www.facebook.com/help/?safety=parents) which includes details on how to report incidents.**

**Make sure your child understands the following rules:**

- **Always keep your profile private and never accept friends you don't know in real life.**
- **Never share your password; it's there to protect your details, keep it to yourself.**
- **Never post anything online that could reveal your identity, home address, phone numbers, email address, school or clubs you attend, pictures of school or club uniform, vehicles, local landmarks, places frequented etc.**
- **Always click on links that you can trust and always ask an adult first if you are not sure.**
- **Never agree to meet anyone that you only know online without telling a trusted adult.**
- **Always tell an adult you trust if you feel threatened, see something that makes you feel worried or someone upsets you online.**
- **Do you really need 800 or more friends? Do you trust all your online friends? If not reduce your online friends to a manageable group of trusted people.**

Visit the CEOP (Child Exploitation and Online Protection) service educational site where you will find lots of useful internet safety advice, downloads and short films including **'The Parents' and Carers' Guide to the Internet'**.



You will also find information on how to report inappropriate contact on the internet via CEOP's '**Report Abuse**' tab. It is also a very good user-friendly site for children of all ages with educational games they can play [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

To report an unwanted video or image for removal from YouTube or Facebook:  
<https://www.thinkuknow.co.uk/parents/articles/reporting-to-social-media-sites/>

As a police officer who often visits schools, one of the most frequently requested talks for secondary school pupils is on the topic of '**Sexting**'. Sexting involves a person sending a sexualised text, indecent image or video of themselves to another person via a mobile phone or similar.

Once such content has been sent to others, control of it is lost and it can end up anywhere in the world. This could result in the images being seen by a very wide circle of people - including their family and friends. It could be posted on social media or even reach the hands of criminals. It could be used by a known or unknown person to bully, harass, embarrass or even threaten the victim, or be circulated among unknown people forever.

If this happens, it can be almost impossible to fully track and ensure content is deleted. There is no guarantee that an image or video won't re-appear at some point in the future, perhaps years later. This can have a massive impact on the child's mental wellbeing, their relationships and social circle. It could even impact on their future job prospects. Of course, this can cause parents huge distress and anxiety too.

Young people don't always understand the possible consequences of their actions and the worry, embarrassment and upset they might have to endure through a lack of internet safety awareness. Please take time to discuss this with them.

One very important point to add is that as well as all the risks, sexting is illegal if it involves an indecent image of a person under 18 years of age. It is illegal to incite a person under the age of 18 to take an indecent image of themselves. It is illegal to take an indecent image of a person under the age of 18 and it is illegal to possess, show or distribute an indecent image of a person under the age of 18.

**Possession of an indecent image of a child, contrary to Section 160(1), 2(A) & (3) of the Criminal Justice Act 1988**, carries a maximum custodial prison sentence of **5 years**.  
**To show an indecent image of a child, contrary to Section 1 (1) (b) and 6 of the Protection of Children Act 1978**, carries a maximum custodial prison sentence of **10 years**, which is the same for distribution (sending).

Please discuss this with your child to make them aware of the consequences and explain that as soon as a message, image or video is sent via this type of technology, the sender has lost control as to how it may be further used.

To give further support, CEOP (Child Exploitation & Online Protection Service) [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) have produced some short films on what to do if your child has shared a nude selfie. <https://www.thinkuknow.co.uk/parents/articles/Nude-selfies-a-parents-guide/>  
As well as information on receiving unwanted/requested nude pictures which can be found on the following link **[new article for teens](#)**

CEOP is a Police Service, their website is well worth visiting and one that you could also make your children aware of. There are some excellent short films and resources on a variety of youth related internet issues and risks. The site is aimed at children of all ages, parents, carers and professionals.

Thames Valley Police also released a short film as part of our #ProtectYourWorld campaign. The link to the short film 'Amy's Story' is [youtu.be/GQDBXInZ2U8](https://youtu.be/GQDBXInZ2U8)

Thank you for taking the time to read this document, We hope you find it practical and a useful reference to help reduce the risk of a negative internet related experience.

Please also visit the Thames Valley Police Website [www.thamesvalley.police.uk](http://www.thamesvalley.police.uk) for more Police related information.

You can also find us on Facebook!

<http://www.facebook.com/ThamesVP>

Register for Thames Valley Alert!

<https://www.thamesvalleyalert.co.uk/>

Follow us on Twitter!

<http://twitter.com/ThamesVP>

And view our latest Youtube films.

<http://www.youtube.com/thamesvalleypoliceuk>

## Equal Opportunities

Gillotts School aims to minimise discrimination, unintentional or otherwise. The school seeks to present clear aims, practice and strategies to achieve this end. It should promote a real sense of partnership amongst all adults and children who visit, study or work at the school.

### Statement of Intent

Gillotts is a mixed comprehensive school. Our community of students and adults is made up of people from a wide variety of backgrounds and we all value the individuality and contributions of one another. We acknowledge that our school is a place of learning where we work together to help every individual, whether staff or student, to develop their diverse skills and talents.

Equal opportunities means **taking account of differences**; we recognise that factors such as sex, ethnic background, social class or disability have a bearing on the learning of individuals and we work in a variety of ways to overcome any real or perceived restraints on learning.

Equal opportunities also means recognising the wider world of which we are a part, and we try hard to ensure that our curriculum reflects this.

# Equipment for School

## School bag

As students move around the school site for their lessons, they will have to carry the books and other equipment they need for the day with them. Ideally, their exercise books should be carried in a “learning file” containing plastic wallets that the books can be slotted into. Buy a bag that is not too large or too heavy when empty. A waterproof bag is best. Many students use sports bags or small rucksacks as they are light, waterproof and hard-wearing. Your child’s name must be clearly written on their bag.

## Equipment

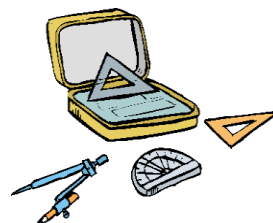
For all subjects, students must have:

- 3 pens/ biro (black or blue, plus one green)
- A pencil
- A ruler
- A rubber
- Coloured pencils
- Felt tip pens
- A note book suitable for rough work
- Pair of scissors
- Glue stick
- A small dictionary
- A mobile device (see section on IT at Gillotts)
- A whiteboard marker pen (erasable)
- Headphones



Additionally Maths will require:

- Pair of compasses
- Protractor
- Scientific calculator



The school cannot provide each individual with all necessary items and therefore expects students to provide their own. We do, however, keep a stock of these items, as well as appropriate Scientific calculators, which are sold in Student Services.

## External Agencies and Support Services

The school works very closely with external agencies and support services (listed below) to ensure that the needs of each individual student are met as fully as possible.

- Locality Community Support Service (LCSS)
- Brighter Futures for Children (BFFC Reading)
- Attendance and Engagement Officer

- NOMAD
- Educational Psychologist
- Meadowbrook College
- Cranbury College
- Police Liaison Officer for Schools
- School Health Nurse
- Social Services
- Speech and Language Therapists
- CAMHS



Meetings are held at school with representatives from various agencies. Students who need to be referred to any of the above bodies will be referred by their Head of House or the Learning Support Department. Parental permission is always obtained before referrals take place.

### **Child Protection Statement**

Parents and carers need to be aware that should any member of school staff suspect that a student may have been deliberately harmed or neglected by their parent or carer, the school has a duty to inform the local Social Care Department. It is then the Social Care Department's duty to decide the best way when carrying out an investigation.

The decision about when and how the child's parents or carers are informed of any investigation is made by Social Care and the Police, not the school.

This procedure accords with Oxfordshire's Safeguarding Children Board's guidelines, a copy of which you are welcome to look at in school.

We feel sure you will realise these safeguards are necessary to ensure the welfare of all children, and that referrals have to be made in all cases where harm to a child is suspected.

## **Extended Services**

### **Participation in a wide range of clubs and activities during lunchtimes, after school and in the local community.**

Research has shown that children who take part in this type of 'out of school hours learning' make better progress and improve their attendance and attitude to school and learning. We strongly encourage all children to take part in at least one club or activity. At least two thirds of our Year 7s regularly attend clubs.

The school club list is published in September, updated termly and we would be pleased if you could go through the club list together and encourage your child to join any of activities that might interest him/her.



## Student Counselling

Trauma, parental divorce, problems with relationships, bullying and other difficult issues can lead to confusion and stress which have a profound effect on a young person's development. Students can be referred by a member of staff to the School Counsellor.

Students are also supported by the OCC NHS Trust School Nurse team, either on site or via email. They coordinate health interviews and listen to any confidential problems students may have.

## Gateway

Gateway, a cottage situated at the back of the school, near to the Maths block, is used to support students in many different ways, and is managed and staffed by Amanda Weait (Support for Learning Key Worker), Sarah Althorp (Support for Learning Assistant) and Rachel Crothers (After-School School).

The range of support and interventions offered by Gateway are as set out below:

- Nomad mentoring
- ELSA sessions (Emotional Literacy support)
- 1:1 timetable support
- Guitar, Yoga and Crochet lessons
- Mindfulness
- Risk Avert
- After-School School
- Restorative sessions for students
- Internal exclusion location
- Life Skills
- Transition support to further education
- Facilitate outside drama productions including Pegasus and AlterEgo, raising awareness related to risky relationships and mental health in young people

Gateway is a welcoming environment and students are free to drop in at appropriate times to request support and guidance if needed.



## The Lodge

The Lodge is situated at the front of the school next to the main barrier. The building is also used to provide pastoral support to students.

It is managed and staffed by Claire Maddock, Cathy Bentley, Gillian Parker (School Counsellors) and Helen Wilson/ Nicky Davies (Family Support Key Workers). The Learning Support department also utilises The Lodge to deliver small group numeracy and literacy sessions.

The range of support and interventions run from The Lodge are as follows:

- Counselling
- Emotional Well Being Groups
- Young Carers Groups
- LGBTQ+ group
- STEPS group
- “Drop-in” support at break and lunch
- Meeting venue for parents and school staff

The Lodge is normally staffed throughout the day, and students can request appointments via email to the appropriate staff. Information about availability can be sought from the members of staff based in the Lodge or from each Housebase.

### ***What else do we offer for families?***

#### **“Parenting teenagers” Course for Gillotts’ School parents**

It’s not easy being a parent but there is support available.

- We have two Family Support Key Workers who are based at Gillotts who can support families in a wide range of areas. This can include parenting advice, transition, referrals to external agencies, applications for funding and general school-home communication
- **NOMAD**, a local youth and community project, runs a variety of parenting courses throughout the year. If you are interested in attending a course or would like to receive training to become a course leader yourself, please contact Tim Prior at NOMAD on 01491 577414 or email: [tim@nomadhenley.co.uk](mailto:tim@nomadhenley.co.uk)
- For those parents bringing up children on their own, a local **lone parent support group** (for Mums and Dads) meets regularly in Henley. Free age appropriate childcare is available and special needs can be catered for. For information contact Tim Prior on email [tim@nomadhenley.co.uk](mailto:tim@nomadhenley.co.uk)

#### **Didcot Children and Family Centre/ Locality Community Support Service**

Oxfordshire County Council provides an integrated service from the Children and Family Centres across Oxfordshire.

They are providing support and advice to children and families – with a special emphasis on supporting the whole family.

Staff based at the Children and Family Centres will work closely with partner agencies to provide a range of services that are aimed to give help and advice to families.

**Contacting Didcot Children and Family Centre** - the best way to contact Didcot Children and Family Centre is via the duty line and duty email.

Phone: 01865 897796

Email: [EarlyHelpDidcot@oxfordshire.gov.uk](mailto:EarlyHelpDidcot@oxfordshire.gov.uk)

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/information-parents/children-and-family-centres/didcot-children-and-family>

## **OCC Family Information Directory**

The below website offers a comprehensive directory of various parental programmes, offers, parental support programmes that can be accessed across the county to support your child

<https://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/results.page?familieschannel=300>

## **A Safe Place to be – before and after school and during holidays**

During term time, the school canteen is open from 8.15 am and the Open Learning Centre is open from 8.00 am until 4.30 pm Monday – Thursday and 8.00 am until 3.30 pm on Friday.

## **Henley Educational Trust (HET)**

This organisation provides financial assistance for the education of young people. To be eligible applicants must be under 25 years and living in the town of Henley or the parishes of Bix, Rotherfield Greys or Remenham or be attending a state maintained school or college in one of those areas. Financial assistance can also include the purchase of uniform. In order to receive funds in time to purchase uniform for September, applications must be made by mid-May. Application forms are available from [www.henleyeducationaltrust.com](http://www.henleyeducationaltrust.com)

Contact details: 01491 524994

Email: [clerk@henleyeducationaltrust.com](mailto:clerk@henleyeducationaltrust.com)

## **Governors**

The Governing Body of the school currently consists of 20 members. Six of these are Parent Governors elected by the parents, four, including the Headteacher, are members of staff and ten are Community Governors - members of the local community invited by the other governors to join the Governing Body because of their specialised skills or knowledge. For example the Principal of the Henley College and the Headteacher of a partner primary school are both Community Governors. The Chair of Governors is Mr David Gorsuch. All Governors can be contacted through the school or via the website.

The full Governing Body meets three times a year. In addition to this, there are committees which meet more frequently to deal with such matters as Finance & Resources, Curriculum and Student Progress and Personnel.

We are particularly fortunate in this school to have such a supportive, enthusiastic and knowledgeable group of Governors, who involve themselves in various ways with the life and work of the school. From time to time, vacancies for Parent Governors occur, and we are always pleased if new parents put themselves forward for election.

As an Academy, ultimate responsibility for the school rests with the Academy Trust which consists of the Chair of Governors, Chairs of the Committees and the Headteacher as Accounting Officer.

# Partnership Agreement between Home and School

The purpose of this agreement is to set out in broad terms how students, parents and the school should work together to ensure each student reaches his/her true potential. We strive to promote a broad, balanced range of learning experiences in an atmosphere of mutual respect. We stress values of good conduct and high achievement while also seeking to prepare students to be ready to accept the implications and responsibilities of belonging to a wider community.

We believe very strongly in the triangular partnership involving the student, parents and the school. Students and parents are asked to sign this document to demonstrate that they endorse the general principles that are set out within it and to confirm we will work together for the educational benefit of each child. If you would like to discuss the agreement, please contact your child's form tutor.

## **Student**

### **I shall:**

- do my best to attend every day on time and I will expect to work hard
- be ready for lessons, on time and with the correct equipment
- always do my best in all areas of my school work, both in lessons and at home
- take advantage of all opportunities offered to me by the school, both within and outside lessons
- show respect for all members of the school and all property within the school
- follow the school's Behaviour for Learning policy and uniform code

## **Parent/Guardian**

### **I/We shall:**

- ensure my/our child's regular, punctual attendance with proper equipment, including a device
- support my/our child in engaging with the school's full curriculum, including preparation for examinations
- encourage my/our child's learning through homework and other activities
- attend parents' information evenings and consultation evenings concerning my/our child's progress
- get to know and take interest in my/our child's life at school
- make the school aware of any concerns that might affect my/our child's progress
- support the school's Behaviour for Learning policy and uniform code
- avoid taking my/our child on holiday during term time

## **Staff and Governors**

### **We shall:**

- care for your child's safety and happiness, securing an environment where children can grow and develop
- create a good environment for learning
- develop consistent approaches for addressing behaviour issues
- act as role models for your child in punctuality, being prepared for lessons and relationships with other members of the school community
- contact you, when we are concerned about your child's attendance and punctuality
- encourage and motivate your child to do the very best they can
- keep you informed about your child's progress, homework, and about general school matters



- set and mark homework on a regular basis, with the expectation that normally there will be approximately:
  - 1½ hours homework per day for pupils in Year 7 and 8
  - 2 hours homework per day for pupils in Year 9
  - 2½ hours homework per day for pupils in Year 10 and 11
- be open and welcoming and offer opportunities for you to become involved in school life, including lunch-time clubs, sports teams, and educational visits both within the UK and abroad

**We ask parents also to:**

- Telephone or email the school on the first day of any unexpected absence their child may have, explaining the nature of the absence and the length of time their child is likely to be away from school, and follow this up with a note on the first day he/she returns.
- Ensure that adequate transport arrangements are made if an after-school detention is set for their child.
- Ensure that all school documents are returned promptly. This includes data checking, appointment times for Consultation Evenings and communication concerning school events or procedures that require a parental response.
- Ensure that school books are kept in good condition and free from graffiti, and that textbooks are handed back in good condition at the end of the academic year or when requested.
- Read all email communications from the school and access the school website regularly.

## Homework

We believe that homework helps students in a number of ways:

- It encourages an enquiring mind
- It develops organisation skills and extends personal study skills
- It affords the opportunity for enrichment and extension of class work
- It ensures opportunities to practise and consolidate new skills
- It encourages the development of thinking skills. It enables students to think critically and creatively
- It teaches the importance of deadlines
- It affords the opportunity for developing research skills, enrichment and extension through the use of the school's website and Google Apps for education

We suggest that homework is completed the day it is set, while it is fresh in the mind and students can see their subject teachers before it is due in if there are any problems completing it.

### Years 7-9

Subject	Year Group	Frequency	Time (Approximate)
English	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week
Maths	Year 7	2 x Weekly	45 mins per week
	Year 8	2 x Weekly	45 mins per week
	Year 9	2 x Weekly	1 hour per week
Science	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week
Art & Design	Year 7	Fortnightly	30 mins per fortnight
	Year 8	Fortnightly	30 mins per fortnight
	Year 9	Fortnightly	45 mins per fortnight
Creative Technologies (Computing, Design Technology, Food)	Year 7	Weekly	30 mins per week
	Year 8	Weekly	30 mins per week
	Year 9	Weekly	45 mins per week
Drama	Year 7	Weekly	30 mins per homework
	Year 8	Weekly	30 mins per fortnight
	Year 9	Weekly	45 mins per fortnight
Humanities (Geography, History, RS)	Year 7	Fortnightly	30 mins per fortnight
	Year 8	Fortnightly	30 mins per fortnight
	Year 9	Fortnightly	45 mins per fortnight
Music	Year 7	Fortnightly	30 mins per homework
	Year 8	Fortnightly	30 mins per homework
	Year 9	Fortnightly	45 mins per homework
MFL	Year 7	Weekly	45 mins per week
	Year 8	Weekly	45 mins per week
	Year 9	Weekly	1 hour per week

### Years 10-11

Subject	Year Group	Frequency	Time (Approximate)
English	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week
Maths	Year 10	2 x Weekly	1 hour per week
	Year 11	2 x Weekly	1 hour per week
Science	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week
RS	Year 10	Fortnightly	1 hour per fortnight
	Year 11	Fortnightly	1 hour per fortnight
Option subjects	Year 10	Weekly	1 hour per week
	Year 11	Weekly	1 hour per week

Year	Total Hours per week
Year 7	5-6 hours
Year 8	5-6 hours
Year 9	6-7 hours
Year 10	8 - 10 hrs (one hr per subject)
Year 11	8 - 10 hrs (one hr per subject)

## How can I support my child's learning?

Your child's homework will be set using Google Classroom. This is an online app which allows teachers to post homework, including resources. Your child's teachers will set a date on Google Classroom for when the homework is due.

Your child can check which homework has been set, and when it is due, using the calendar in Google Classroom. We would like to encourage you to also look at this calendar on a regular basis to see what homework is being set. You will also receive a weekly report via e-mail showing you details of the homework set in each subject.

Other things which you can do to support your child's learning outside school include:

- Encourage your son/ daughter to work in a quiet, comfortable place at a regular time each day
- Encourage your son/ daughter to see homework as an extension of the lesson and not leave doing it until the night before it is due in
- Check that your son/ daughter is using the calendar in Google Classroom to keep track of the homework which has been set
- Discuss the work with your child; does he/ she understand the task? Can he/ she extend and improve his/ her answers?
- Encourage your son/ daughter to work to the time allocation set for each subject
- Refer your son/ daughter to other resource materials such as the Gillotts School website, school library or your local library
- Remember to e-mail your child's teacher if they child have a genuine reason for not completing the homework
- Check that his/ her homework is in the schoolbag on the morning the homework is due
- Contact your child's tutor if you have any concerns about homework

We also publish booklets for Years 7-9 annually. These contain the following details:

- which topics will be studied in each subject
- how your child's progress will be assessed
- activities which your child can complete at home to support learning in school

## How can I help my son/ daughter or organise study time?

Discuss with your child the best time for them to study each day. There are many valuable learning experiences outside the school day that should be planned for and included when organising study time. Help your son/ daughter to devise a timetable that suits his/her individual needs.

Example of a self-organised homework timetable:

<b>Day</b>	<b>Subject/activity</b>	<b>Subject/activity</b>	<b>Subject/activity</b>
Monday	Swimming 3.45 pm	Maths	Art & Design
Tuesday	English	Music lesson 5.30pm	Dance
Wednesday	Dance Club 3.45 pm	Science	Drama
Thursday	Geography	Music	Youth Club
Friday	RS	MFL	Creative Technology
Saturday	Swimming 10am	Football 2.00 pm	
Sunday		Maths	History

The Library is open every day before and after school, and at lunchtimes. It is an ideal place to get homework done before going home, particularly if students like to work with friends, want help, or need a computer. Please ensure that you have arranged to collect your child later than normal if necessary.

Monday – Thursday  
Friday

8.00 am - 4.30 pm  
8.00 am - 3.30 pm

## Using IT at Gillotts School

### Accessing the school's IT system and learning resources

All students are given their own login to the school's IT systems, allowing access to the main services such as email, Google Apps for Education and our school homepage. Google Apps for Education is a collection of web-based applications which allow staff to share learning resources with students, set and collect homework online, and review and comment on work, while also allowing students to work collaboratively in real-time. As Google Apps is web-based, it can be accessed from any device in any location and doesn't require any software other than a browser or mobile app.

Students will be shown how to access and use these resources when they join the school in September.

At Gillotts, your child will mainly be using Google Apps for word processing and presentations. Other subject-specific applications and websites will also be used in some lessons. Where possible, staff try to select web-based resources, enabling students to access them from mobile devices and at home. Your child will not be required to purchase their own copy of, or subscription to, any of these - however they will be expected to install certain free applications on their mobile device.

### 'Bring Your Own Device' (BYOD)

We are committed to ensuring all our students make very good progress and achieve high academic standards. We also seek to communicate the joy of learning, fostering a spirit of enquiry and an independence of mind.

Ultimately, we want to ensure we prepare all our students to become lifelong learners as well as effective and responsible citizens, equipped with the skills for life and for work.

In order to help achieve this goal we aim to embrace the potential of mobile devices to support teaching and learning. All our students are required to bring in a large screen mobile device every day to use in their lessons. While the use of the device is subject to a clear code of conduct (which can be downloaded from the school website), when they use their device and how they use it is, to a great extent, shaped by why they want to use it to help them with their learning. This model is much more in line with the way in which technology is being used in other aspects of their daily lives and will, in our opinion, equip them more fully for adult life.

We would like to emphasise that these devices will be connected to our school wifi network in a way which means that we are able to filter the content students can access. This also means that they will not incur any data charges.

## **What sort of mobile device should students bring to school?**

All students are required to bring in a mobile device with a screen size of at least 7 inches (preferably at least 10 inches). This device can be a Chromebook, laptop or tablet but **cannot be a mobile phone.**

Although students are allowed to use mobile phones at breaktime and lunchtime, they will be confiscated until the end of the school day if they are seen in lessons without the permission of a teacher. They should also not be visible at lesson changeover times, including when students are waiting to enter or leave a classroom.

## **What guidance is provided on the type of device?**

Our experience is that all of the three types of device which are allowed (Chromebooks, laptops and tablets) have advantages and disadvantages. However, it is important to bear in mind that it does need to be robust as it will be carried around during the day. You should not purchase an Amazon Fire tablet as they only have limited compatibility with the Google suite of applications which is a key element of our IT use in school. The students will need to look after their own device and they will not be covered by the school's insurance in cases of damage or where they are stolen.

We believe that Chromebooks are the most suitable type of device as they:

- have a keyboard
- are quite robust, particularly if a case is used
- boot up quickly so students can start working within a few seconds
- do not slow down as they get older
- can hold a long charge
- are integrated with Google applications which we use all the time in school

If your child already has a laptop or tablet this will be a suitable device for school. However, if you come to replace it at some stage we would suggest purchasing a Chromebook. If your child is going to use a Chromebook, a parent/ carer will need to set up a personal account on the device first. This will then allow the student to add their school Google account to the device. In addition, parental restrictions such as 'Family link' must not be enabled on the device – otherwise they will not be able to use it in school.

A guide to the different sorts of devices is available on the school website providing further information on the minimum specification required and their advantages and disadvantages. We also provide a guide to how to set up Chromebooks.

## **Will there be any support to help purchase a device for my child?**

We are aware that the requirement to have a large screen mobile device in school may place an additional financial burden on some parents. If your child is in receipt of free school meals, they will be given a device by the school/ provided with a contribution towards a more expensive device.

We have a scheme available whereby parents can purchase a device through the school and not be required to pay the VAT element. This offer is limited to just those devices available through the school and a letter has been sent to all families with full details.

## Will the device be covered by school insurance?

Your child's device will be his/ her responsibility and the school's **insurance will not cover the loss, theft or damage** of the device. We encourage all parents to add their child's device to their own home insurance or a similar scheme.

## Where can I find further information about the BYOD scheme?

You can access the BYOD page on the school website by clicking on the following link:  
<http://gillotts.oxon.sch.uk/teaching-and-learning/byod>

# Insurance Cover for Students

As a parent, you may assume your child should automatically be entitled to compensation if he or she is injured at school or while involved in a school activity elsewhere. This is **NOT** the case except for Public Liability but Gillotts **does** provide the following insurance cover for students:

- **Personal Accident Cover for Students, Sporting Activities** – The policy covers compensation claims for students who sustain a permanent serious injury whilst participating in organised school sports, PE or off-site activities.
- **School Journey Insurance** – This policy provides cover for any school journey worldwide, **excluding** winter sports. It provides cover for medical expenses, personal accident, loss of personal property and cancellation expenses.
- **OCC Outdoor Centres** – School Journey Insurance is arranged automatically for any trips to LA (Local Authority) centres, and the cost of this is included in the charges for the course.
- **School Minibus** – Each minibus is provided with fully comprehensive insurance.

## Personal Property

Parents should note that although we will do all we can to encourage students to look after their personal property, **THE SCHOOL CANNOT ACCEPT LIABILITY FOR ANY LOSS OR DAMAGE, HOWEVER IT IS CAUSED.** There is no school insurance cover for students' property; however, you may be able to take out cover yourself in connection with your house contents insurance. Accordingly, please avoid sending your child to school with valuable property, where possible.

There are a number of ways in which you can help protect your child's property. For example:

1. All items, including uniform and clothing, brought to school should be clearly marked with your child's name
2. PE kit should be marked, as advised, with the child's name or initials on the outside front left of shirts, vests, blouses and skirts
3. Unnecessary valuable items should not be brought to school
4. Lost property. Losses should be reported as soon as possible to house administrators. Due to lack of storage space, lost property will not be kept longer than half a term.

5. Only money necessary for transport should be brought to school. Payment for school trips and resources from Student Services should be made online via Scopay.
6. Cycles should be kept in the bike shed, which is locked during the day. We would recommend students lock their bikes to the stands also.

## Learning Support

At Gillotts our vision is to support all students to become the very best version of themselves: young adults who are increasingly independent in their learning, happy, confident, successful and ready to face the challenges brought by adulthood.

We believe that targeted and effectively planned intervention programmes with clear entry and exit criteria and careful monitoring arrangements are crucial in supporting students to make real progress across the curriculum. We offer a variety of programmes to support literacy, numeracy and social skills including Precision Teach, Accelerated/Accelerwrite, Talkabout resources as well as a variety of personalised programmes to suit the needs of all learners. Another key element of support offered on a one-to-one basis is providing a Key LSA (Learning Support Assistant) to students who need additional support with coping with school life and keeping organised; it's an important intervention strategy that supports emotional well-being.

The two classroom areas of the Learning Support base provide a welcoming and stimulating environment, which many students use socially during break and lunch times. These classrooms, alongside rooms in The Lodge, are also the site of intervention work during lesson-time.

We pride ourselves on being the link between home and school for our more vulnerable learners, offering a range of tailored services such as: Social Skills Intervention, wellbeing, 1:1 sessions, Homework Club, mindfulness, equipment checks, Nature Club, lockers, Film Club and much more to ensure a smooth and successful transition from primary to secondary school life.

## Library

The Library is a very exciting area for studying and reading. It contains over 3,000 books of all kinds: stories, graphic novels, dictionaries, picture books and non-fiction including topics such as mental well-being, biographies and LGBTQ+. Our stock selection policy is inclusive and diverse with authors from all around the globe.

We have an e-books subscription and can buy books on demand. Please enquire, in particular if you would like the flexibility of varying the size of the typeface in a book.

There is a Library Google Site with links to subject specific recommended websites and recommended fiction on popular themes.

Students can make suggestions for new books for the library by contacting the Librarian.

In addition, there are magazines and newspapers. There are a few desktop computers available although students are generally expected to have their own laptop in school. There are printers available which can be accessed via personal devices or the school computers.

Volunteers are very welcome in the library. Please speak to Mrs Seddon for more details.

A Library Club runs one lunch-time a week, offering activities such as reading, arts and crafts and board games. Mindful activities to calm the body and mind. Please ask for further details.

Students can come to the Library before school, at break times, lunchtimes and for an hour after school to study, browse, borrow books or use the computers. For assistance, please speak to Mrs Seddon, the Librarian.

### Opening Times

Monday	8.00 am – 4.30 pm	Thursday	8.00 am – 4.30 pm
Tuesday	8.00 am – 4.30 pm	Friday	8.00 am – 3.30 pm
Wednesday	8.00 am – 4.30 pm		

## Lost Property

The lost property office is situated just off Reception. Usually, it is open at lunch times on Mondays, Wednesdays and Fridays. Any bags, shoes or items of uniform found around the school site will be taken to this office. If the item/s are named, the student will be contacted via the daily Student Notices asking them to collect their property during the times Student Services is open (before school, at break and lunchtime). Equally, if they have lost something, students can email a designated email address to see whether it has been handed in.

Unnamed items will be kept for a month or so before being recycled or disposed of.

**Every year, several bags full of lost property are recycled in some way or disposed of, including expensive trainers and coats as well as regular school uniform. Please can we ask you to make sure ALL property belonging to your child (PE bags, items of clothing – both uniform and students' own - trainers and shoes, pencil cases etc) is clearly named so that items can be returned to their owners.**

## Lunch time

The lunch break lasts one hour (12:30 pm – 1:30 pm), during which time students may either:

- a) eat a packed lunch brought from home (encouraged when they have a lunchtime activity)
- b) buy sandwiches or snacks from the canteen
- c) buy a cooked meal from the canteen

We regularly consult the students on their views about school lunches and aim to provide healthy food which is also popular with the students.



## Cashless systems

Gillotts operates a cashless system in its canteen, for the payment of school trips and for many resources made available through Student Services. The school accepts cheques and cash only in exceptional circumstances which have been agreed in advance.

The online system used is called **Scopay** and makes paying for food, school trips and resources online a very simple procedure and avoids the need for your child to carry cash each day or large amounts when paying for a trip. We use a biometric identity system in the canteen when the students are 'paying' for their meals.

Further details of these systems will be sent over the summer holidays once your child is registered on our information management system. Please look out for the code you will be sent and ensure your child has an account for the first day of term, with funds available on it, as the canteen will not be able to accept cash.

## Free School Meals

Some students at Gillotts are eligible for Free School Meals (FSM). If you think your child may be eligible or you are unsure and would like us to check with Oxfordshire County Council on your behalf, please contact your child's house base. Entitlement to FSM provides students with an opportunity to choose food they will enjoy and have a hot midday meal. Registering for free school meals (whether taken or not) may entitle your child to financial support for other curriculum linked activities.

## Medical Facilities

There are First Aiders in school every day. The First Aid room is located near to Student Services on the ground floor next to Reception.

We have staff who are qualified to give first aid to members of the school community who require help.

If a student is taken ill during lesson time they are sent to Student Services for first aid assessment and a decision is made about what to do next. We ask parents to collect children who cannot cope with the school day because of illness.

It is important to have telephone numbers where parents or relatives can be contacted in an emergency or when a student is not well. **Students will never be sent home unless parents have been contacted first.**

Occasionally students are too unwell to attend school. If your child is ill, please do not send him/ her to school. The following guidance may be helpful when making a decision. We will monitor and engage with parents if a pattern of absence becomes apparent.

When deciding whether or not your child is too ill to attend school, ask yourself:

- Is your child well enough to carry out the activities of the school day? If not, keep your child at home and consult your GP as appropriate.
- Does your child have a condition that could be passed on to other students or staff? If so, keep your child at home.
- Would you take a day off work if you had this condition? If so, keep your child at home.

## **Common conditions**

Most illnesses can be classified as one of a few minor health conditions. Whether or not you send your child to school will depend on how severe you judge their illness to be. This guidance can help you to make that judgement. If you are concerned about your child's health, consult a medical professional.

### **Raised temperature**

If your child has a raised temperature, they should not attend school. They can return 24 hours after they are feeling better.

### **Vomiting and diarrhoea**

Children with these conditions should be kept off school. They can return 48 hours after their symptoms disappear. Most cases of vomiting or diarrhoea get better without treatment, but if symptoms persist or you have concerns, consult your GP.

### **Cough and cold**

A child with a minor cough or cold may attend school. If the cold is accompanied by a raised temperature, shivers or drowsiness, the child should stay off school and return to school 24 hours after they are feeling better. You may wish to contact your GP if you have concerns.

If your child has a more severe and long-lasting cough, consult your GP, who will provide guidance on whether they should stay off school.

### **Rash**

Rashes can be the first sign of many infectious illnesses such as chickenpox and measles. Children with these conditions should not attend school. If your child has a rash, check with your GP before sending them to school.

### **Headache**

A child with a minor headache does not usually need to be kept off school. If the headache is more severe, or accompanied by other symptoms such as raised temperature or drowsiness, then keep the child off school and consult your GP.

### **Sore throat**

A sore throat alone does not have to keep a child off school. If it is accompanied by a raised temperature, the child should stay at home.

## **Medical conditions**

It is **vital** that the school is informed of any long-term medical condition a student may have, so that appropriate precautions can be taken in an emergency. The school does not administer or store medication for students unless requested to do so. The Headteacher will consider a written request from parents or guardians. Request forms are available from Student Services or the house administrators.

All student medicines are provided by the parents, and it is the parents' responsibility to make sure the medicines and paperwork are kept up to date.

Students with emergency medication must carry this on them at all times, this includes carrying two auto-injectors if required.

## Vaccination Programme

The vaccination programme is delivered by the School Nurse team, therefore any questions must be sent to the School Nursing team.

Year 7-11 Term 1, 2 or 3	Flu nasal spray
Year 8 Term 3 or 4	1 <sup>st</sup> HPV (Human Papilloma Virus) vaccination
Year 9 Term 3 or 4	2 <sup>nd</sup> HPV (Human Papilloma Virus) vaccination
Year 9 Term 3 or 4	Polio / Tetanus / Diphtheria and MMR boosters
Year 9 Term 3 or 4	Meningitis ACWY

Any ongoing concerns regarding vaccinations or long-term medical conditions please contact the School Nurse via email:

[schoolnurse@gillotts.org.uk](mailto:schoolnurse@gillotts.org.uk)

<https://www.oxfordhealth.nhs.uk/school-health-nurses/contact-us/>

## Trips

When going on trips it is vital that the student has all medication required on them, that there is enough to dispense during the period that they are away and that it is in date. If they have an auto-injector they must carry two devices on their person at all times. It is the parent's/carer's responsibility to check this in time for the trip (and to replenish if necessary) and to check that the student has the medication on them on the day of the trip when packing their bag.

## Music at Gillotts



### Instrumental Lessons

Students who have been receiving instrumental lessons at a primary school through the county scheme in Oxfordshire may usually continue lessons at Gillotts. Parents should confirm this with the instrumental teacher before the Autumn Term.

If students have been having lessons at primary school through another provider e.g. Buckinghamshire, Berkshire, or Henley Music School then contact should be made with Performing Arts Subject Leader, Mrs C Alder, as soon as possible so that lessons can be organised. Lessons will be arranged for students if there are vacancies.

We currently have peripatetic teachers for the following instruments: acoustic and electric guitar, bass guitar, piano, flute, voice and drums. Other instruments may be available if there is enough student interest.

These lessons are provided by a mix of private teachers and teachers provided by Henley Music School. These teachers are all subject to the usual school DBS checks. Payment is made directly to the teachers. There may be support available with this if finance is a barrier. Students usually need their own instruments for lessons (with the exception of piano).

The instrumental lesson timetable is rotated so that students do not miss the same lesson each week. Students can have individual or shared lessons on some instruments, and on the guitar, there is the option of having 2-3 students in a group. Individual lessons are more expensive.

Each student taking instrumental lessons is encouraged to become a member of one of the school ensembles.

### **Extra-Curricular Music Activities**

There is a range of extracurricular activities at Gillotts School. All students learning to play an orchestral instrument are encouraged to join the Orchestra.

Additionally, there is a Choir, a Musical Theatre group, Ukulele Club and Band Club. These activities are usually run by or supported by Music captains. Times for the extra-curricular activities will be published at the start of the new academic year.

There are a variety of performances throughout the year including the annual Carol Service held at St Mary's Church in December and the Summer Concert in July. Students who attend extra-curricular music activities at Gillotts will be encouraged to be a part of these events.

We hope that students have a most enjoyable time participating in music making at Gillotts.



## **Parents' Association**

All parents are automatically members of the Gillotts' Parents' Association and you will hear about our events from school and in the termly Parents' Newsletter. If you would like to have advance notice of PA fundraisers, support events or would like to be more involved with the PA then you can sign-up to our mailing list by emailing [gillottspa@gmail.com](mailto:gillottspa@gmail.com)

We usually hold termly Committee Meetings and the dates can be found on the school website - under Parents' Association in the Parents' section.

Recently we changed the way the PA was structured by appointing 3 'deputy' positions on the Committee from parents of children in Year 7. They would then shadow the Chair, Treasurer and Secretary for a year, with the intention of standing for the full role the following year.

The advantages are that people only serve one year as a Committee Officer, there is an opportunity to shadow the role first and we preserve a strong committee going forward. If you would be interested, please get in touch - the time commitment isn't too demanding and it enables you to play an active role in your child's school.

The PA aims to advance the education of students at the school by:

- Helping to fund extra facilities beyond those provided by the LA
- Helping to promote good relationships between parents, staff and students

Money is mainly raised through social events, such as a Quiz Night and Summer BBQ. We run three second-hand uniform sales per year - items are donated by parents and sold by the PA at about 20% of the new price. We also continue to source charitable grants and donations. We promote the School Fund which enables parents to make regular donations directly to the school.

Our social events are always great fun! A special welcome is extended to all new parents at these events, and further details will be given in September.

## **Pastoral Support**

Gillotts School is organised in a House system. Each House has a Head of House, an assistant Head of House, a House Administrator and a team of tutors. This ensures that each student belongs to a small unit within the wider school community and receives as much personal support as possible.

The tutor groups are of mixed ability and, pre-COVID, were composed of a balance of students from Year 7 to 11. Currently all students in each tutor group are from a single year group. During a daily tutorial period, all students are encouraged and shown how to learn from each other in a supportive environment, thereby maximising their progress and achievement.

Where possible and appropriate, tutors and their tutor groups remain together as students progress through the school.

## **Photographs**

As part of our school activities, we may take photographs and record images of individuals within our school.

We will obtain written consent from parents/ carers, or pupils aged 18 and over, for photographs and videos to be taken of pupils for communication, marketing and promotional materials.

Where we need parental consent, we will clearly explain how the photograph and/ or video will be used to both the parent/ carer and pupil. Where we don't need parental consent, we will clearly explain to the pupil how the photograph and/ or video will be used.

Any photographs and videos taken by parents/ carers at school events for their own personal use are not covered by data protection legislation.

However, we will ask that photos or videos with other pupils are not shared publicly on social media for safeguarding reasons, unless all the relevant parents/ carers (or pupils where appropriate) have agreed to this.

Where the school takes photographs and videos, uses may include:

- Within school on notice boards and in school magazines, brochures, newsletters, etc.
- Outside of school by external agencies such as the school photographer, newspapers, campaigns
- Online on our school website or social media pages

Consent can be refused or withdrawn at any time. If consent is withdrawn, we will delete the photograph or video and not distribute it further.

If a photograph/ recording is used in this way, personal details of young people such as their name, email address, home address and telephone numbers will not be revealed.

*Parents/ carers are not permitted to take photographs or to make a video recording for anything other than their own personal use. If the images include others, they must not be put on the web/ internet without their consent.*

*Parents are not permitted to sell videos of a school event, unless authorised/ commissioned to do so by the Headteacher/ Governors for the purpose of fundraising on behalf of the school. Recording and/ or photographing other than for private use requires the consent of all the other parents/ carers whose children may be included in the images.*

*Parents and spectators at school events should be prepared to identify themselves, if requested, and state their purpose for photography/filming.*

## Progress Management

At Gillotts, we believe it is important that you receive regular communication about your child's progress and attitude to learning. Students in Year 7 will receive a report at the beginning of Term 2, and another in Term 6. The Year 7 Term 2 report will be a 'settling in' report and will include details relating to how they have got on during their first two terms.

From Year 7 Term 6 onwards, all reports will include a current grade (CG) and a symbol (+, - or =) which will identify the students' Progress Towards Target (PTT). Dates and times for reports vary across the year groups.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7		Settling in				CG/PTT
Year 8				CG/PTT		CG/PTT
Year 9		CG/PTT				CG/PTT
Year 10		CG/PPT				CG/PTT
Year 11	CG/PTT		CG/PTT			

Parents will also be informed of their child's progress through summative tutor reports, Parents' Consultation Evenings and Academic Reviews.

## Encourage a positive attitude to learning

At Gillotts we want students to be 'willing to learn and ready to work'. To support and encourage this, students need to have a positive approach to their learning.

The details at the front of the report will help you to monitor:

- Attendance
- House Points: Each Point celebrates a positive experience at Gillotts so far
- Negative Behaviour comments: Each negative Behaviour comment has been recorded where your son/ daughter has not met expectations in a subject area or outside learning time

## Define Progress Towards Targets (PTT)

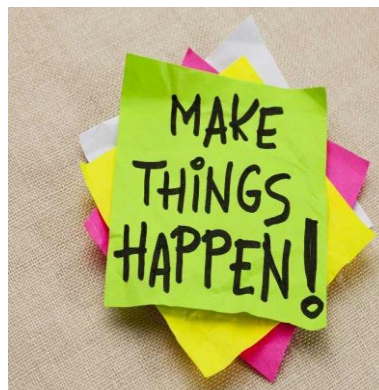
This helps you to establish how your son/ daughter is making academic progress in each subject area

PTT (+) Making outstanding progress. The student is expected to meet or exceed the end of year 11 target.

PTT (=) Making expected progress. The student is currently working towards meeting the target.

PTT (-) Making less than expected progress. The student is underachieving and may not meet the target.

Please do not hesitate to contact your son/daughter's tutor to discuss any of the above aspects further.



## Recognising Success

When students produce a good piece of work, make outstanding efforts or progress, or deserve recognition for any reason, either in or out of school, they will be rewarded with a House point which will be recorded by staff electronically.

When students have gained significant numbers of House Points, they will be rewarded as follows. Colours are awarded as metal pin badges. These will be presented in Assembly.

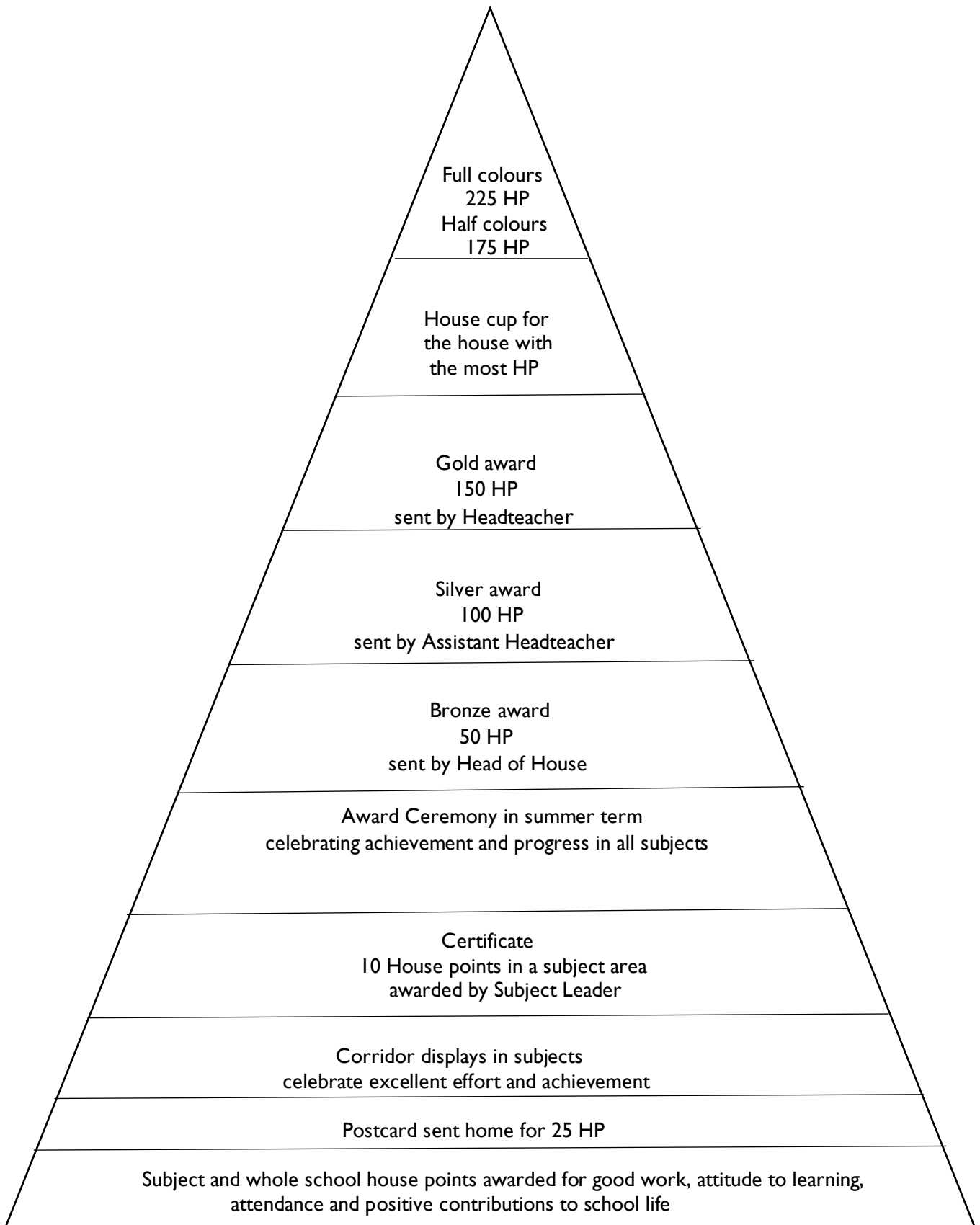
Number of House Points	ACTION	Award or Colours for the Sweatshirt
25 House Points	Postcard – signed by the tutor	
50 House Points	Bronze postcard – signed by the Head of House	Bronze Award
100 House Points	Silver postcard – signed by the Assistant Headteacher	Silver Award
150 House Points	Gold postcard – signed by the Headteacher	Gold Award
175 House Points (Half Colours)	KS3 – certificate and badge KS4 – badge and letters from HoH/Assistant Headteacher	Half Colours
225 House Points (Full Colours)	KS3 – certificate and badge KS4 – badge and letter from Headteacher	Full Colours

House Cup awarded to the House with the most House Points at the end of Term 6
Award Ceremony on the last day of Term 6 to celebrate achievements in all subjects

The PE Faculty and Arts Faculty also award students with half and full colours for commitment to their extra-curricular activities.



## How will my achievements be rewarded?



# Registration

The purpose of registration is to ensure the health and safety of all students by accurate monitoring of attendance and to encourage punctuality, reliability and personal responsibility. Students are registered at the beginning of all lessons.

# Relationships and Sex Education

## Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The school supports students in achieving the best they can and endeavours to prepare them for the opportunities, responsibilities and experiences they may meet in their future lives. We aim to help students develop confidence in talking, listening and thinking about sex and relationships.

## Parental involvement

We want to ensure that parents are aware of the content of the Relationships and Sex Education programme; the policy is available to all parents on the school website.

Parents have the right to withdraw their children from some or all of sex education delivered as part of statutory RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

Parents are welcome to make an appointment to come into school and talk to us about any concerns or questions they may have.

## School day

Period 1	08:45 – 09:45
Period 2	09:45 – 10:45
Tutor Time	10:45 – 11:10
Morning Break	11:10 – 11:30
Period 3	11:30 – 12:30
Lunch Break	12:30 – 13:30
Period 4	13:30 – 14:30
Period 5	14:30 – 15:30 (Monday – Thursday)

NB: The timetable covers a ten-day cycle (weeks A and B).

Each Friday, students will finish school at 2:30 pm to allow the staff to meet during Period 5.

## School site

Gillotts' buildings and site are private property. They are not available for use by parents, students or members of the public out of school hours unless the activity is officially organised or booked through the Facilities Manager. Parents are particularly asked to support the school by not allowing dogs to stray onto the site and to discourage the walking of dogs on the playing fields. The health risks associated with dogs fouling the playing fields are very real and are a constant problem. It is a prosecutable offence to exercise dogs on a playing field.

## Smoking

The school has a no smoking policy, including e-cigarettes, throughout the site which applies to everyone, including visitors. Please do not smoke when you come into the school and do not allow your son or daughter to bring smoking materials onto the site. Students who smoke on site or whilst in uniform will be sanctioned in line with the school's Behaviour for Learning policy.

## Student Services

Student Services is located in the Reception office, and backs onto the Quad. It is a central place for students to come with general enquiries, to collect uniform and stationery orders, hand in letters and reply slips etc.

There is a black letter box on the outside wall just beside the Student Services window which students can use to drop off letters, uniform orders etc when the office is closed. This is emptied regularly.

If pupils feel unwell during the school day they are sent to Student Services to be assessed. Treatment will also be given to students requiring First Aid, in a bespoke room alongside the main office.

### **Student Services is open 3 times a day:**

Before school: 08:30 am to 08:45 am

At break: 11:10 am to 11:30 am

At lunchtime: 12.30 pm to 1.30 pm

# Staff List

<b>Name</b>	<b>Post</b>	<b>Email</b>
Mrs Charlotte Alder	Drama Teacher - Performing Arts Subject Leader	<a href="mailto:calder@gillotts.org.uk">calder@gillotts.org.uk</a>
Ms Laura Allen	MFL Teacher	<a href="mailto:lallen@gillotts.org.uk">lallen@gillotts.org.uk</a>
Mrs Nicky Allingham	Learning Support Assistant	
Mrs Sarah Althorp	Support for Learning Assistant	<a href="mailto:salthorp@gillotts.org.uk">salthorp@gillotts.org.uk</a>
Mrs Karen Barker	School Business Manager	
Ms Cathy Bentley	Counsellor	
Miss Alison Beer	English Teacher	<a href="mailto:abeer@gillotts.org.uk">abeer@gillotts.org.uk</a>
Mrs Vanessa Best	Arts Technician & Learning Support Assistant	<a href="mailto:vbest@gillotts.org.uk">vbest@gillotts.org.uk</a>
Mr Jim Bland	DT Technician	
Mrs Charlotte Blyton	Finance Manager	
Ms Carol Brown	Learning Support Assistant	
Mrs Becky Buckley	English Teacher	<a href="mailto:bbuckley@gillotts.org.uk">bbuckley@gillotts.org.uk</a> (on maternity leave)
Mrs Jen Burt-Matthews	English Teacher	<a href="mailto:jburtmatthews@gillotts.org.uk">jburtmatthews@gillotts.org.uk</a>
Mrs Louise Chater	Learning Support Assistant	
Miss Claire Collyer	SENDCo/ SEN Teacher/ Assistant Safeguarding Lead	<a href="mailto:ccollyer@gillotts.org.uk">ccollyer@gillotts.org.uk</a>
Miss Rachel Crothers	After-School School	
Ms Catharine Darnton	Headteacher Designated Safeguarding Lead	<a href="mailto:cdarnton@gillotts.org.uk">cdarnton@gillotts.org.uk</a>
Mrs Nicky Davies	Family Support Key Worker	<a href="mailto:ndavies@gillotts.org.uk">ndavies@gillotts.org.uk</a>
Mr Richard Delorenzi	Computing Teacher	<a href="mailto:rdelorenzi@gillotts.org.uk">rdelorenzi@gillotts.org.uk</a>
Mrs Kari Dixon	Finance Assistant/ Reception support	
Mr Matt Druce	Assistant Headteacher, PE Teacher, Assistant Safeguarding Lead	<a href="mailto:mdruce@gillotts.org.uk">mdruce@gillotts.org.uk</a>
Mrs Aurelie Dubois	Modern Foreign Languages Teacher	<a href="mailto:adubois@gillotts.org.uk">adubois@gillotts.org.uk</a> (on maternity leave)
Mrs Nicola Duncan	Art Teacher	<a href="mailto:nduncan@gillotts.org.uk">nduncan@gillotts.org.uk</a>
Mrs Emily Dunstan	English Teacher	<a href="mailto:edunstan@gillotts.org.uk">edunstan@gillotts.org.uk</a>

<b>Name</b>	<b>Post</b>	<b>Email</b>
Mrs Tugba Esen Ulucan	Learning Support Assistant	
Mrs Virginia Farman	Assessment Manager	<a href="mailto:vfarmen@gillotts.org.uk">vfarmen@gillotts.org.uk</a>
Ms Lucy Flexen	History Teacher	<a href="mailto:lflexen@gillotts.org.uk">lflexen@gillotts.org.uk</a>
Ms Charlotte Fosker	Modern Foreign Languages Teacher	<a href="mailto:cfosker@gillotts.org.uk">cfosker@gillotts.org.uk</a> (on maternity leave)
Ms Cheryl Garlinge	Maths Teacher	<a href="mailto:cgarlinge@gillotts.org.uk">cgarlinge@gillotts.org.uk</a>
Mr Brian George	Science Teacher, Assistant Head of Pankhurst House	<a href="mailto:bgeorge@gillotts.org.uk">bgeorge@gillotts.org.uk</a>
Miss Jenna Gesner	English Teacher – Assistant Subject Leader	<a href="mailto:jgesner@gillotts.org.uk">jgesner@gillotts.org.uk</a>
Miss Tori Graham	Food Preparation & Nutrition Teacher	<a href="mailto:tgraham@gillotts.org.uk">tgraham@gillotts.org.uk</a>
Mrs Justine Griffin	Learning Support Assistant	
Mrs Caroline Gutteridge	Learning Support Assistant	
Mr Luke Harding	PE Teacher/ Head of Pankhurst House	<a href="mailto:lharding@gillotts.org.uk">lharding@gillotts.org.uk</a>
Mrs Leanne Herbert	Assessment & Admissions Administrator/ Receptionist	<a href="mailto:office@gillotts.org.uk">office@gillotts.org.uk</a>
Miss Harriet Hodge	Learning Support Assistant	<a href="mailto:hhodge@gillotts.org.uk">hhodge@gillotts.org.uk</a>
Mrs Wendy Hodges	Art Teacher – Subject Leader	<a href="mailto:whodges@gillotts.org.uk">whodges@gillotts.org.uk</a>
Mrs Laura Holmes	Attendance Administrator	<a href="mailto:attendance@gillotts.org.uk">attendance@gillotts.org.uk</a>
Mrs Sarah Hoskins	Science Teacher	<a href="mailto:shoskins@gillotts.org.uk">shoskins@gillotts.org.uk</a>
Mr Dimitrios Iosifelis	Maths Teacher	<a href="mailto:diosifelis@gillotts.org.uk">diosifelis@gillotts.org.uk</a>
Mrs Paula Isaac	High Level Teaching Assistant	
Mrs Hannah Jansen	PE & Dance Teacher	<a href="mailto:hjansen@gillotts.org.uk">hjansen@gillotts.org.uk</a>
Mr Ryan Jansen	PE Teacher/ Head of Orwell House	<a href="mailto:rjansen@gillotts.org.uk">rjansen@gillotts.org.uk</a>
Mr Jordan Jdrzejczyk	Facilities Manager	<a href="mailto:jjdrzejczyk@gillotts.org.uk">jjdrzejczyk@gillotts.org.uk</a>
Mrs Clare Jones	PA to the Assistant Headteacher (MGD)	<a href="mailto:cljones@gillotts.org.uk">cljones@gillotts.org.uk</a>
Mrs Sharron Jones	Learning Support Assistant	
Mrs Joanne Juster	English Teacher	<a href="mailto:jjuster@gillotts.org.uk">jjuster@gillotts.org.uk</a>
Mrs Judy Kelly	Cover Manager	
Mr Nigel Kendall	Maths Teacher	<a href="mailto:nkendall@gillotts.org.uk">nkendall@gillotts.org.uk</a>

<b>Name</b>	<b>Post</b>	<b>Email</b>
Ms Jo Kershaw	Maths Teacher – Subject Leader	<a href="mailto:jkershaw@gillotts.org.uk">jkershaw@gillotts.org.uk</a>
Miss Hannah King	Music Teacher, Learning Support Assistant	<a href="mailto:hking@gillotts.org.uk">hking@gillotts.org.uk</a>
Ms Melissa King	Higher Level Teaching Assistant	
Mrs Minke Koorts	Administrator for Darwin House	<a href="mailto:darwinadmin@gillotts.org.uk">darwinadmin@gillotts.org.uk</a>
Mrs Tricia Latter	Receptionist	<a href="mailto:office@gillotts.oorg.uk">office@gillotts.oorg.uk</a>
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Mr Patrick Mackerras	Maths Teacher	<a href="mailto:pmackerras@gillotts.org.uk">pmackerras@gillotts.org.uk</a>
Mrs Claire Maddock	Counsellor	
Miss Namra Malik Tiwana	Modern Foreign Languages Teacher	<a href="mailto:nmaliktiwana@gillotts.org.uk">nmaliktiwana@gillotts.org.uk</a>
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Miss Rosemary McKisack	English Teacher	<a href="mailto:rmckisack@gillotts.org.uk">rmckisack@gillotts.org.uk</a>
Mr Chris McWhinnie	Learning Support Assistant	
Mrs Mary McWhinnie	Headteacher's PA	<a href="mailto:mmcwhinnie@gillotts.org.uk">mmcwhinnie@gillotts.org.uk</a>
Mrs Alison Michael	Science Teacher	<a href="mailto:amichael@gillotts.org.uk">amichael@gillotts.org.uk</a>
Ms Tracy Millard	Administrator for Pankhurst House	<a href="mailto:pankhursthousebase@gillotts.org.uk">pankhursthousebase@gillotts.org.uk</a>
Mrs Anna Mortimer	Senior Science Technician	
Mr Thomas Nash	History/ Sociology Teacher	<a href="mailto:tnash@gillotts.org.uk">tnash@gillotts.org.uk</a>
Mrs Katherine Need Martinez	Student Services Administrator	
Dr Edward Newbold	Deputy Headteacher, Geography Teacher	<a href="mailto:enewbold@gillotts.org.uk">enewbold@gillotts.org.uk</a>
Mrs Janette Nyangiti	Learning Support Assistant	
Dr Gill Omar	Science Teacher – Assistant Subject Leader	<a href="mailto:gomar@gillotts.org.uk">gomar@gillotts.org.uk</a>

<b>Name</b>	<b>Post</b>	<b>Email</b>
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Mrs Gaynor Parfitt	HR Manager	<a href="mailto:gparfitt@gillotts.org.uk">gparfitt@gillotts.org.uk</a>
Ms Gillian Parker	Counsellor	
Mrs Jenny Parmenter	Business Studies Teacher	<a href="mailto:jparmenter@gillotts.org.uk">jparmenter@gillotts.org.uk</a>
Miss Katie Pearson	PA to the Deputy HT, Assistant HT, Trips Coordinator	<a href="mailto:kpearson@gillotts.org.uk">kpearson@gillotts.org.uk</a>
Miss Frankie Pimentel	Maths Teacher – Assistant Subject Leader	<a href="mailto:fpimentel@gillotts.org.uk">fpimentel@gillotts.org.uk</a>
Miss Hayley Rogers	PE Teacher – Subject Leader/ Assistant Head of Darwin House	<a href="mailto:hrogers@gillotts.org.uk">hrogers@gillotts.org.uk</a>
Mrs Helen Sahans	Geography Teacher	<a href="mailto:hsahans@gillotts.org.uk">hsahans@gillotts.org.uk</a>
Mrs Masuma Salam	Reprographics/ Lost Property	
Mrs Esther Saxton	English Teacher	<a href="mailto:esaxton@gillotts.org.uk">esaxton@gillotts.org.uk</a>
Mrs Sarah Seddon	Librarian	<a href="mailto:sseddon@gillotts.org.uk">sseddon@gillotts.org.uk</a>
Mrs Gemma Silk	RS Teacher – Subject Leader, RS & PSHE	<a href="mailto:gsilk@gillotts.org.uk">gsilk@gillotts.org.uk</a>
Mrs Vanessa Sinclair	Assistant Headteacher, Science Teacher	<a href="mailto:vsinclair@gillotts.org.uk">vsinclair@gillotts.org.uk</a>
Mrs Liz Singer	Attendance Administrator	<a href="mailto:attendance@gillotts.org.uk">attendance@gillotts.org.uk</a>
Mrs Justine Small	Learning Support Assistant	
Miss Georgia Smith	Learning Support Assistant	
Ms Shona Somerville	English Teacher	<a href="mailto:ssomerville@gillotts.org.uk">ssomerville@gillotts.org.uk</a>
Mr James Spruyt	Maths Teacher	<a href="mailto:jspruyt@gillotts.org.uk">jspruyt@gillotts.org.uk</a>
Mrs Lisa Steele	Modern Foreign Languages Teacher	<a href="mailto:lsteel@gillotts.org.uk">lsteel@gillotts.org.uk</a>
Miss Katie Stepney	Geography Teacher, Head of Darwin House	<a href="mailto:kstepney@gillotts.org.uk">kstepney@gillotts.org.uk</a>
Ms Naomi Sykes	Data Management Officer	<a href="mailto:nsykes@gillotts.org.uk">nsykes@gillotts.org.uk</a>
Mr Alexander Taylor	RS Teacher	<a href="mailto:ataylor@gillotts.org.uk">ataylor@gillotts.org.uk</a>
Miss Anna Trimmings	Facilities Coordinator	
Mr Tyrone Trimmings	IT Services Technician	
Mrs Chloe Tristem	Science Teacher, Careers and Advice & Guidance Leader	<a href="mailto:ctristem@gillotts.org.uk">ctristem@gillotts.org.uk</a>
Ms Jessica Turner	Learning Support Assistant	

<b>Name</b>	<b>Post</b>	<b>Email</b>
Ms Hazel Waelend	English Teacher – Subject Leader	<a href="mailto:hwaelend@gillotts.org.uk">hwaelend@gillotts.org.uk</a>
Mrs Frances Wakefield	Creative Technologies – Subject Leader, DT Teacher	<a href="mailto:fwakefield@gillotts.org.uk">fwakefield@gillotts.org.uk</a>
Mrs Asha Waldrom	Administrator for Orwell House	<a href="mailto:orwellhousebase@gillotts.org.uk">orwellhousebase@gillotts.org.uk</a>
Mrs Cecilia Waller	Learning Support Assistant	
Mrs Natasha Warren	Modern Foreign Languages Teacher – Subject Leader	<a href="mailto:nwarren@gillotts.org.uk">nwarren@gillotts.org.uk</a>
Mrs Amanda Weait	Support for Learning Key Worker	
Ms Catherine Weaver	English Teacher	<a href="mailto:cweaver@gillotts.org.uk">cweaver@gillotts.org.uk</a>
Mr Simon West	Science Teacher – Subject Leader	<a href="mailto:swest@gillotts.org.uk">swest@gillotts.org.uk</a>
Mrs Tracy White	Senior Learning Support Assistant	
Ms Flick Whitehead	Cover Supervisor	
Mr Herbie Whitty	Learning Support Assistant	
Ms Denise Williams	Senior Learning Support Assistant	
Mrs Helen Wilson	Family Support Key Worker, Interim Assistant Head of Orwell House	<a href="mailto:hwilson@gillotts.org.uk">hwilson@gillotts.org.uk</a>
Mr Phil Yeatman	History Teacher – Subject Leader	<a href="mailto:pyeatman@gillotts.org.uk">pyeatman@gillotts.org.uk</a>

## Transport

For safety reasons, we wish to keep the amount of traffic using the main entrance before and after school, to a minimum.

### **Students travelling by car:**

We operate a one-way system into and out of the Henley Leisure Centre car park. All students should be dropped off and picked up in the car park from the pavement alongside the leisure centre building.

For safety reasons, no cars transporting students should venture further into the school grounds. Alternatively, you may find that Makins Road is less busy, and, therefore, is a safer entrance from which to drop off and pick up your child. If you choose to collect your child from here, please park with consideration for the residents.

**It is prohibited to use the bus bay for dropping off or picking up.**

**Students walking and cycling** should use the rear entrance from Makins Road or Peppard Lane. It is the responsibility of parents to see that bicycles used are legal and roadworthy. We



recommend and encourage students to have bicycles 'post-coded' and to wear safety helmets. Bicycles should be locked to the stands in the bike shed for the duration of the school day. Bicycles must not be ridden on school premises.

**Students travelling on coaches** are expected to behave sensibly and to consider safety and the good reputation of Gillotts School.

All transportation companies have an agreed disciplinary procedure, which can result in students having their right to travel on the coach withdrawn.

Coach passes are required and are provided either by the coach company, Oxfordshire County Council or Buckinghamshire Travel Unit, depending on individual circumstances. If a student loses his/her pass, he/she should report this as soon as possible to the issuing authority/company, in order to arrange a replacement.

Oxfordshire County Council no longer allows students to take friends on their coaches and most of the privately organised coaches are full. If there is a genuine problem, parents should contact the transport company/authority at least two days before the date of travel. The school can only issue a temporary pass after notification from the relevant transport company/authority.

Students wanting to ride motorbikes or scooters will need to apply to the school for a permit. Motorbikes/scooters will not be permitted onto the school site without the completion and submission of the permit application and provision of a valid MOT certificate, insurance certificate and driving licence. Permits will be issued on receipt of the correct documentation and after a behaviour review has been completed for the student. Permits will also only be issued if students are unable to walk to school or use public transport. Motorbikes and scooters should be safely pushed through areas where there are other students walking. Permits can be withdrawn at any point in time if there are concerns. Vehicles are the sole responsibility of the owner.

## Uniform

All students at Gillotts are expected to wear school uniform. Gillotts' uniform is intended to be smart, simple, functional and value for money.

Standards of uniform are very high and we assume, by selecting Gillotts for your child, you will accept our policy and support us in maintaining these standards. The uniform list can be found below, but the following additional comments may also help:

No jewellery apart from a maximum of two small stud earrings, one in the lobe of each ear. *Students will be asked to remove nose and multiple ear piercings and advised to wear clear retainers if appropriate.*

No extreme hair styles or non-natural colour. Bracelets and charity wrist bands are not permissible. No make-up or nail polish may be worn.

Plain brown, grey or black belts that fit through trouser belt loops may be worn. Non uniform scarves may be worn outdoors.

Muslim girls who wish to wear hijabs may do so provided the fabric is plain, light weight and dark blue or black. Garments covering the face or whole body are not permitted.

Jewish boys may wear a skullcap and Sikh boys may wear a turban. A lightweight gold or silver chain with a small religious symbol is permissible.

It is the responsibility of parents to ensure their children come to school in correct uniform. Staff will monitor that students are wearing correct uniform at all times. Non-uniform items will be confiscated. Black soft shoes and other items of uniform can be borrowed from Student Services. Students may be sent home to change, or taken out of lessons, should this not be possible.

Requests to vary the uniform for particular reasons, such as medical needs, will always be carefully considered.

**NOT** acceptable:

- denim
- training shoes – please see the additional guidance regarding acceptable styles of shoe
- canvas shoes
- track suits and hoodies
- make-up, including nail varnish
- jewellery, other than watches and stud earrings (maximum one in each ear)

The only exceptions (from a certain piece of uniform) will be if a student has a doctor's note. A note from parents is not accepted.

Outdoor coats may not be worn in the classroom.

Headphones should not be visible when students are walking round the school site. They may be worn only if the student is using them for a classroom-based activity or when they are sat in a communal area.

## Shoes

Black shoes, leather or leather-look, closed back and front (no trainers, boots, sandals, Velcro straps)

The pictures below are a guide to the range of acceptable styles:



Please note trainers or trainer-style shoes are **not** acceptable, for example:





**The Headteacher’s decision on matters of uniform is final.**

Students will often ‘pressure’ parents into buying non-uniform items under the pretext that others are wearing them. Parents are advised to contact their child’s tutor if they are uncertain about any item.

Parents are asked to support the school in discouraging extremes in fashion, hairstyles and footwear.

In the case of financial difficulties, please contact your child’s tutor.

Student Services can supply items of uniform on a temporary basis if a student is missing it, but these must be returned at the end of the day.

Items of school uniform supplied by Gillotts (see following list) can be ordered directly from our uniform supplier for collection from Student Services.

**All items of uniform should be named. We can only return items of lost property to students, including expensive items such as trainers, if we know who they belong to!**

**Uniform List**

Navy blue Gillotts school polo shirt – with long or short sleeve

Navy blue Gillotts school sweatshirt

Plain black or dark grey tailored trousers (*- no leggings, jeans, cords, canvas, denim or cargo style*) or

Regulation Gillotts black school skirt worn to the knee or

Plain black or dark grey tailored shorts (summer months only) (*- no canvas, denim, or cargo or skin-tight styles*)

White or black socks or

Black or flesh coloured tights

Black shoes, closed back and front (*- no trainers, boots, sandals*)

Plain outdoor coat (*- no large logos, no hoodies; no denim, leather, leather-look or suede*)

## A guide to PE Kit

<b>Rugby Football</b>	Gillotts rugby shirt Gillotts skort or Gillotts sports shorts Gillotts sports socks Football boots Shin pads ( <i>football only</i> ) <b>NB</b> a gum shield is strongly recommended <b>NB</b> students in Year 10 and 11 (2023-24) may continue to wear a Gillotts sports polo shirt if they have not previously purchased a Gillotts rugby shirt
<b>Hockey</b>	Gillotts rugby shirt or Gillotts sports polo shirt Gillotts skort or Gillotts sports shorts Gillotts sports socks Football boots or astros Shin pads <b>NB</b> a gum shield is strongly recommended
<b>Netball</b>	Gillotts rugby shirt or Gillotts sports polo shirt Gillotts skort or Gillotts sports shorts White socks Trainers
<b>Cricket Rounders Athletics Indoors (except Gym and Dance)</b>	Gillotts sports polo shirt Gillotts sports shorts or cycling shorts White socks Trainers
<b>Gym and Dance</b>	Gillotts sports polo shirt Gillotts sports shorts A leotard is compulsory for female students – this may be worn with cycling shorts or leggings (as an alternative to the Gillotts sports shorts) and with the Gillotts sports polo shirt
<b>Outdoor optional</b>	Gillotts sports fleece (optional but strongly recommended) Thermal baselayer (navy or black) (optional but strongly recommended) Cricket whites (optional)

We ask for the sports kit to be named (at least with initials) on the front – sewn or stuck on – this helps us to return kit to students when lost.



## Young carers

### Is your child a young carer?

They are if their life is affected in some way (this can be emotionally or physically) because they help care for and/ or live with someone who:

- Is ill
- Has a disability
- Is experiencing mental illness, such as depression
- Is on the ASD spectrum
- Is affected by alcohol/ drug misuse

If so, please encourage them to come and talk to Claire or Helen at The Lodge. We run Young Carers' groups and can offer ongoing one to one support. Students can talk to their tutor or Head of House for more information. Claire and Helen can also be sent a message by email [cmaddock@gillotts.org.uk](mailto:cmaddock@gillotts.org.uk) or [hwilson@gillotts.org.uk](mailto:hwilson@gillotts.org.uk)

