Welcome to Gillotts!

Parents' Handbook

2026-2027

'Not by ourselves alone'

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Gillotts' School Mission Statement

Non Nobis Solum - 'Not by ourselves alone'

Vision

Gillotts is a high performing 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 individuals who make a positive contribution to society now and in their future lives.

Values

Dedication to learning

We thrive as learners, embracing challenges and thinking hard. Our rich and broad curriculum, delivered through expert teaching, enriches students' lives. We support everyone, students and staff, to be the best they can be.

Respect and kindness

We treat our students, families, staff and wider community with respect and kindness – modelling our values and wanting the very best for each other.

Integrity and trust

We put ethical leadership at the heart of our work, serving our community with fairness and honesty.

Useful Telephone Numbers and Email Addresses

Main School Switchboard: 01491 574315
General Office Email address: office@gillotts.org

DARWIN HOUSE
Head of House: Ms Katie Stepney, Assistant Head of House: Miss Hayley Rogers
House Administrator: Helen Erceg
Telephone: 01491 636803
Email:
darwinhousebase@gillotts.org

- **Organisation of 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: Ms Hannah King
House Administrator: Bridget Will
Telephone: 01491 636802
Email:
orwellhousebase@gillotts.org

- **Organisation of 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: Mrs Hannah Jansen
House Administrator: Laura Mines
Telephone: 01491 636804
Email:
pankhursthousebase@gillotts.org

- **Organisation of 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 **to report an absence or any other attendance related matter to our Attendance Administrators,**
Mrs Michelle Thompson 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 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, while supporting their overall wellbeing. Being absent from school impacts on opportunities to learn, socialise, engage with peers and enjoy being part of the school community. 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 lost to learning in a year	Learning lost in a school career
100%	Full attendance	none	none
95%	Half a day off per fortnight	10 school days	50 school days
PERSISTENT ABSENTEEISM			
90%	A day off per fortnight	20 school days	100 school days
85%	A day and a half off per fortnight	30 school days	150 school days
80%	A day off per week	40 school days	200 school days

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 an Attendance Contract and may be referred to Oxfordshire County Council's (OCC's) Attendance 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 housebase.

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. Tutor time 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 housebase 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 or inform us via MCAS.

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. They will inform you if your child has been registered.

Illness:

If your child is ill, please leave a message on 01491 636812, email attendance@gillotts.org or use the absence reporting function in MCAS 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 or use the absence reporting function in MCAS 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 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 Charter

Our Anti-Bullying Charter, designed and written by our Student Council. The Charter translates the principles of our Anti Bullying Policy into a clear, everyday code of conduct. It ensures the language used is relatable and that the expectations set are those the students themselves value and stand by.

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 or threats (blackmail)
Racist, sexist, homophobic, biphobic or transphobic comments

Written
Unkind notes or abusive text messages
Graffiti

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

Coram Children's Legal Centre or www.childrenslegalcentre.com/

Lawstuff, run by the Children's Legal Centre 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

Youth Access 0208 772 9900 or www.youthaccess.org.uk/

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

Thinkuknow www.thinkuknow.co.uk

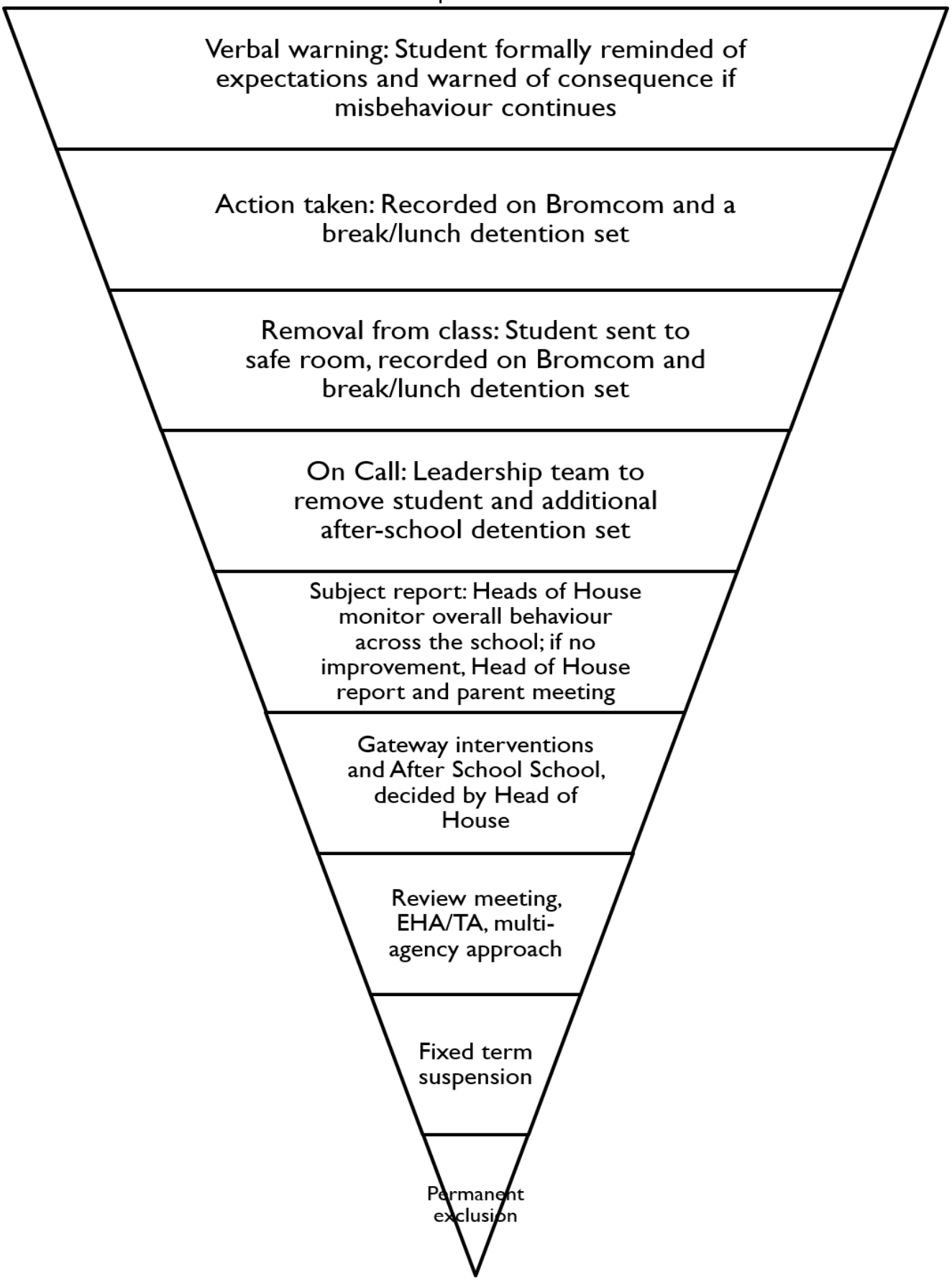
People react differently. It is not always possible to tell if someone is affected, hurt or upset but **bullying is always wrong.**

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.

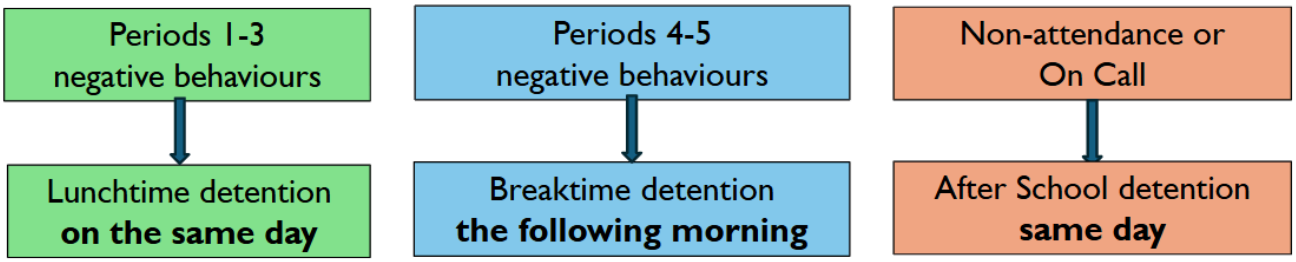


Gillotts' Detention Structure

Low level disruption is dealt with in two stages:

1. Verbal warning
2. Action taken by teacher

In order to secure high standards and provide timely, targeted support for students, subject staff and tutors can issue detentions to reinforce the school's expectations of learning behaviour and help students understand the link between their actions and their consequences.



Detentions will run every day of the week at break, lunch and after-school

Students serving a break or lunchtime detention will always be allowed reasonable time to eat, drink, and use the toilet.

If a student fails to attend a break or lunchtime detention without prior agreement or a reasonable explanation, this will normally be escalated to a one-hour after-school detention on the same day, in line with the Education and Inspections Act 2006 and Education Act 2011.

Parents/carers will be notified of this escalation by the school's pastoral or administrative team before the end of the school day.

In line with statutory guidelines, the school will only consider rescheduling a same day after-school detention in exceptional circumstances (such as pre-existing medical appointment or verified safeguarding issue), or if it's not reasonable or practicable to make other travel arrangements for the student.

If there is no improvement assistance will be sought from the Subject Leader and the student should be informed that parental contact will be made by the teacher and the reasons should be made clear.

The child's tutor monitors behaviour across all subject areas.

Internal Exclusion:

Failure to attend After School Detention	Internal exclusion
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 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 expected to find a placement within a sector they are interested in, but they will be offered support by school if this proves difficult.

If you know of a company that may be able to offer placements, please contact the Advice & Guidance Leader, Mrs L Allen lallen@gillotts.org

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

Brighter Careers Coaching provides students with information and advice on:

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

www.brightercareerscoaching.co.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 L Allen lallen@gillotts.org
Further information is available in our CEIAG policy.

Other useful resources:

Gillotts School Website (Overview and announcements): www.gillotts.org.uk
https://gillotts.org.uk/teaching-and-learning/careers-overview/
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/ - 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, want to share in some achievements from outside of school, 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 Assistant/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 08:00 am 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. 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.

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 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.

It is vital that we have up to date email addresses and mobile phone numbers for contacting parents 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 Student 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.

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 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.

E-safety: Surf Safe

GILLOTTS' 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!

Gillotts Online Student Handbook 'Stay Safe Online' page

The Gillotts online student handbook has a useful online page that gives a wide range of information for parents and young people on how to stay safe online, where to get help, and where to report harmful abuse.

Within the page, it has a range of guides. It can be found here
https://sites.google.com/gillotts.org/gillottsstudenthandbook2526/stay-safe-online

A parent's guide to managing Xbox, PlayStation 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 do they like about it?
Which of their friends play it?
Who are their friends in 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. 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.

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 are 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.
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.

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:

- 2 black pens
- 1 green pen
- 2 pencils
- Ruler
- Rubber
- Sharpener
- Scissors
- Glue stick
- Compass
- Protractor
- Casio Scientific calculator (Casio fx-83GT CW+)
- A large mobile device (see section on IT at Gillotts)
- A mini whiteboard (first one is provided by the school to Year 7 students)
- A whiteboard marker pen (erasable)
- Headphones that fit your device

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 and can be purchased via ScoPay.

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 extra curricular timetable is published in September, updated termly and we would be pleased if you could go through the timetable together and encourage your child to join any of activities that might interest him/her. Parents provide blanket consent for sporting fixtures on admission, via the Student Information Form. At the start of each year, a Google Classroom is set up for all team sports fixtures and all parents are sent the link to its Calendar. All team lists for fixtures, including transport arrangements and timings, are posted in the relevant Google Classroom. It is the responsibility of the participating student to remind their parents to check the Calendar. Parents can withdraw their consent by emailing the teacher in charge of the fixture no later than 3.30pm on the day preceding the fixture. If team lists change after this point, staff will contact parents to check consent. Written consent from parents is always required if a child is transported by another parent. It is the responsibility of the child, with the support of their parent, to ensure they take any required medication to the fixture.

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 Counselling team.

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.

Students aged 16 and above, or who are Gillick competent, are able to access counselling at school or support from the school nurse confidentially, and parental consent will not be required, though students will be encouraged to involve their parents.

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 Katy Greene (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
- 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, Rachel Crothers and Flora Oliver (School Counsellors) and Harriet Hodge and 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
- Girls on Board groups
- 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

- 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

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 328480
Email: southfamilyhelp@oxfordshire.gov.uk
https://www.oxfordshire.gov.uk/children-and-families/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

During term time, the Library 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

Contact details: 01491 524994
Email: clerk@henleyeducationaltrust.com

GDPR - How we use pupil information

The categories of pupil information that we process include:

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical and administration (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment (such as post 16 courses enrolled for and any relevant results)
- behavioural information (such as exclusions and any relevant alternative provision put in place)
- trips and activities
- catering and free school meal management
- identity management/authentication
- data about use of the school's IT systems
- personal data processed via artificial intelligence (AI), including: AI Interaction Data (input prompts, AI-generated content including minute taking), Voice Data (spoken words from Meet transcription), and Account Usage Logs

This list is not exhaustive.

Why we collect and use pupil information

We collect and use pupil information, for the following purposes:

- to support pupil learning
- to monitor and report on pupil attainment and progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to keep children safe (food allergies, or emergency contact details)
- to enable pupils to purchase food
- to meet the statutory duties placed upon us for the Department for Education (DfE) data collections
- to promote the school on our school website, display boards and other printed publications to parents and the wider community
- to support teaching, learning, and administrative efficiency through the use of approved Artificial Intelligence (AI) tools (e.g., drafting lesson plans, generating meeting summaries, and creating educational resources)

Under the UK General Data Protection Regulation (UK GDPR), the lawful bases we rely on for processing pupil information are:

For the purposes of:

- to support pupil learning
- to monitor and report on pupil attainment progress
- to provide appropriate pastoral care
- to assess the quality of our services

in accordance with the 'public task' basis – we need to process data to fulfil our official duties as a school.

For the purposes of:

- to meet the statutory duties placed upon us by the Department for Education
- to support NHS school immunisation programme

in accordance with the 'legal obligation' basis – we need to process data to meet our responsibilities under law.

For the purposes of:

- to promote the school on our school website, display boards and other printed publications to parents and the wider community
- to allow students to purchase food

in accordance with the 'consent' basis – we will obtain consent from you to use your personal data.

For the purposes of:

- to keep children safe (food allergies, or emergency contact details)

in accordance with the 'vital interests' basis – we will use this personal data in a life-or-death situation.

For 'special category' data (more sensitive personal information), we only collect and use it when we have both a lawful basis, as set out above, and one of the following conditions for processing as set out in data protection law:

- We have obtained your explicit consent to use your information in a certain way.
- We need to use your information under employment, social security or social protection law.
- We need to protect an individual's vital interests (i.e. protect your life or someone else's life), in situations where you're physically or legally incapable of giving consent.
- The information has already been made obviously public by you.
- We need to use it to make or defend against legal claims.
- We need to use it for reasons of substantial public interest as defined in legislation.
- We need to use it for health or social care purposes, and it's used by, or under the direction of, a professional obliged to confidentiality under law.
- We need to use it for public health reasons, and it's used by, or under the direction of, a professional obliged to confidentiality under law.
- We need to use it for archiving purposes, scientific or historical research purposes, or for statistical purposes, and the use is in the public interest.

For criminal offence data, we will only collect and use it when we have both a lawful basis, as set out above, and a condition for processing as set out in data protection law. Conditions include:

- We have obtained your consent to use it in a specific way.
- We need to protect an individual's vital interests (i.e. protect your life or someone else's life), in situations where you're physically or legally incapable of giving consent.
- The data concerned has already been made obviously public by you.
- We need to use it as part of legal proceedings, to obtain legal advice, or to make or defend against legal claims.
- We need to use it for reasons of substantial public interest as defined in legislation.

Note on the use of AI:

Purpose	Lawful Basis (Article 6)	Condition for Special Category Data (Article 9)
AI Processing for Core Educational & Operational Tasks (e.g., lesson planning, administrative drafting, meeting transcription, curriculum analysis)	**Public Task (Article 6(1)(e))**	**Substantial Public Interest (Article 9(2)(g), set out in Schedule 1 of the Data Protection Act 2018)**
AI Processing for Optional Uses (e.g., using a pupil's identifiable creative work for promotional activities)	**Consent (Article 6(1)(a))**	**Explicit Consent (Article 9(2)(a))**

Note on Special Category Data: The school is generally prohibited from inputting Special Category Data *(e.g., health information, safeguarding details)* into any AI tool. Where the processing of such data occurs incidentally *(e.g., via Google Meet transcription)*, the school ensures the data is minimised, reviewed, and redacted where necessary before final storage. We rely on the condition of Substantial Public Interest as set out in the Data Protection Act 2018.

Safeguards for AI-Processed Data**:** To protect all personal data, we only use Trust-approved, closed-model AI tools *(such as Google Gemini in Workspace for Education and NotebookLM)*. These tools are covered by specific Data Processing Agreements (DPAs) which contractually guarantee that the data we input is not used by the provider to train their general AI models or subject to human review for AI improvement. We also apply the principle of Data Minimisation, using unique pupil IDs instead of names wherever practicable.

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 requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please see our Data Protection Policy.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our multi-academy trust, River Learning Trust
- our local authority, Oxfordshire
- youth support services (pupils aged 13+)
- our school nurse and school counsellors
- awarding bodies
- the NHS, in relation to the schools immunisation programme
- the Department for Education (DfE)

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. SIMS, Edulink, SISRA, Schoolcomms
- Systems integral to the operation of IT Services systems, e.g. Google, EE, Salamander
- Curriculum products, e.g. ExamPro, Sparx Maths, ActiveLearn

A full current list is available on request.

Why we regularly 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.

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 or guardian provides their consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the child/ pupil once they reach the age 16.

Data is securely transferred to the youth support service via secure email.

For more information about services for young people, please visit our local authority website.

Department for Education (DfE)

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, under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by the Department for Education (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. For privacy information on the data the Department for Education collects and uses, please see:
https://www.gov.uk/government/publications/privacy-information-early-years-foundation-stage-to-key-stage-3

and

https://www.gov.uk/government/publications/privacy-information-key-stage-4-and-5-and-adult-education

Requesting access to your personal data

The UK-GDPR gives parents and pupils certain rights about how their information is collected and used. To make a request for your personal information, or be given access to your child's educational record, contact Leanne Herbert, PA to the Headteacher, lherbert@gillotts.org.

You also have the following rights:

- the right to be informed about the collection and use of your personal data – this is called 'right to be informed'.
- the right to ask us for copies of your personal information we have about you – this is called 'right of access', this is also known as a subject access request (SAR), data subject access request or right of access request.
- the right to ask us to change any information you think is not accurate or complete – this is called 'right to rectification'.
- the right to ask us to delete your personal information – this is called 'right to erasure'
- the right to ask us to stop using your information – this is called 'right to restriction of processing'.
- the 'right to object to processing' of your information, in certain circumstances
- rights in relation to automated decision making and profiling.
- the right to withdraw consent at any time (where relevant).
- the right to complain to the Information Commissioner if you feel we have not used your information in the right way.

Our use of approved AI tools is limited to supporting our staff in administrative and teaching tasks. We confirm that we do not use AI to conduct automated individual decision-making (including profiling) that produces legal effects concerning the pupil or similarly significantly affects them. All decisions impacting a pupil are subject to human review and final professional judgment.

There are legitimate reasons why we may refuse your information rights request, which depends on why we are processing it. For example, some rights will not apply:

- right to erasure does not apply when the lawful basis for processing is legal obligation or public task.
- right to portability does not apply when the lawful basis for processing is legal obligation, vital interests, public task or legitimate interests.
- right to object does not apply when the lawful basis for processing is contract, legal obligation or vital interests. And if the lawful basis is consent, you don't haven't the right to object, but you have the right to withdraw consent.

If you have a concern 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 raise a concern with ICO.

For further information on how to request access to personal information held centrally by the Department for Education (DfE), please see the '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 the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know by contacting Leanne Herbert, PA to the Headteacher, lherbert@gillotts.org.

Last updated

We may need to update this privacy notice periodically so we recommend that you revisit this information from time to time. This version was last updated on 28 February 2026.

Contact

If you would like to discuss anything in this privacy notice, please contact: Leanne Herbert, PA to the Headteacher, lherbert@gillotts.org.

How Government uses your data

The pupil data that we lawfully share with the Department for Education (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 (DfE) (for example; via the school census) go to https://www.gov.uk/education/data-collection-and-censuses-for-schools

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education (DfE) and contains information about pupils in schools in England. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

The data in the NPD is provided as part of the operation of the education system and is used for research and statistical purposes to improve, and promote, the education and well-being of children in England.

The evidence and data provide DfE, education providers, Parliament and the wider public with a clear picture of how the education and children's services sectors are working in order to better target, and evaluate, policy interventions to help ensure all children are kept safe from harm and receive the best possible education.

To find out more about the NPD, go to https://www.gov.uk/government/publications/national-pupil-database-npd-privacy-notice/national-pupil-database-npd-privacy-notice

Sharing by the Department for Education (DfE)

DfE will only share pupils' personal data where it is lawful, secure and ethical to do so. Where these conditions are met, the law allows the Department for Education (DfE) 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 for Education's (DfE) 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 Department for Education (DfE) to request access to individual level information relevant to detecting that crime.

For information about which organisations the Department for Education (DfE) 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 Department for Education (DfE) holds about you

Under the terms of the UK GDPR, you are entitled to ask the Department for Education (DfE):

- 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 for Education (DfE), you should make a 'subject access request'. Further information on how to do this can be found within the Department for Education's (DfE) personal information charter that is published at the address below:

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

or

https://www.gov.uk/government/publications/requesting-your-personal-information/requesting-your-personal-information#your-rights

To contact the Department for Education (DfE): https://www.gov.uk/contact-dfe

Governors

Gillotts School is an academy and is part of the River Learning Trust.

The Local Governing Body of the school consists of 14 members. Five of these are Parent Governors elected by the parents, four, including the Headteacher, are members of staff and five are Appointed 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 is an Appointed Governor. The Chair of the Local Governing Body is Mrs Emma Hunt. All Governors can be contacted through the school or via the website.

The Local Governing Body meets four times a year. In addition to this, there are committees which meet more frequently to deal with such matters as Impact and Resources.

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 Trust Board of the River Learning Trust.

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 if there are any problems completing it.

Years 7-9

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

Years 10-11

Subject	Year Group	Frequency	Time (Approximate)
English	Year 10 Year 11	Weekly Weekly	1 hour per week 1 hour per week
Maths	Year 10 Year 11	2 x Weekly 2 x Weekly	1 hour per week 1 hour per week
Science	Year 10 Year 11	Weekly Weekly	1 hour per week 1 hour per week
RS	Year 10 Year 11	Fortnightly Fortnightly	1 hour per fortnight 1 hour per fortnight
Option subjects	Year 10 Year 11	Weekly Weekly	1 hour per week 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 can also see what homework has been set on the MCAS app. Other things which you can do to support your child's learning outside school include:

- Encourage your child to work in a quiet, comfortable place at a regular time each day
- Encourage your child 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 child is using the calendar in Google Classroom to keep track of the homework which has been set
- Discuss the work with your child; do they understand the task? Can they extend and improve their answers?
- Encourage your child to work to the time allocation set for each subject
- Refer your child 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 have a genuine reason for not completing the homework
- Check that their homework is in their 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:

Day	Subject/activity	Subject/activity	Subject/activity
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	8.00 am - 4.30 pm
Friday	8.00 am - 3.30 pm

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?

For students in Year 7 from September 2026, **we require that this device is a Chromebook**. A Google management tool will be applied to this device by the school so that it is managed as part of the school's IT system. This will ensure that the device is subject to age-appropriate filtering both in school and at home.

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. The set up of Year 7 Chromebooks will be managed by the school.

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 entitled to free school meals under the targeted free school meal scheme, they will be given a device by the school/ provided with a contribution towards a more expensive device.

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:
https://gillotts.org.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 one short 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 Read, Write Fresh Start, Precision Teach, Acceleread/Accelewrite and Talkabout 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 sessions 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, Drawing & Talking, Lego Therapy, equipment checks, 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 4,000 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.

Our fiction is arranged in genres to aid students in their book choices. The Librarian can advise on how the genres work and how to find specific authors. There is a web application of the library catalogue, accessible to all students.

All students in Years 7-9 have a library lesson once a fortnight, led by their English Teacher and supported by the Librarian.

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.

Students can make suggestions for new books for the library by contacting the Librarian. In addition, there are magazines and newspapers. Students are expected to have their own device in school; we do not have desktop computers available. Smartphones are not permitted in the library at any time of the day, including before school. There are printers which can be accessed via personal devices or by asking the librarian.

Volunteers are very welcome in the library. Please speak to the Librarian for more details. There are a variety of events and lunchtime clubs happening in the library, from author visits to student performances. We have chess sets and lots of board games that students regularly enjoy playing at breaks. Students can also pick up a puzzle cube or fidget toy to relax with at lunchtimes.

Students can come to the Library before school, at break times, lunchtimes and for an hour after school to study, browse and borrow books. For assistance, please speak to 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 Tuesday's, Thursday's and Friday's. 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 lostproperty@gillotts.org email address to see whether it has been handed in.

Unnamed items will be kept for one short term 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 for 55 minutes (12:35 pm – 1:30 pm), during which time students may either:

- eat a packed lunch brought from home (encouraged when they have a lunchtime activity)
- buy sandwiches or snacks from the canteen
- 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 bank transfers, 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. We use a biometric identity system (fingerprint) 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 email Leanne Herbert, lherbert@gillotts.org.

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.

My Child At School (MCAS)

We use a parental and student engagement app called My Child At School (MCAS).
This app allows parents and students to view lots of key information, including:

- Achievement points
- Behaviour points
- Timetable
- Homework
- Attendance information, including reporting absences for parents
- Detentions
- Exam dates
- Reports

All parents are able to download the app to their personal devices using the following links. Note that usernames and passwords for logging into the app will be provided once your child is on roll at the school. All students also get their own log in and account. You will also be able to access the software and any information directly from any website browser using the web address below:

Web Browser address

https://www.mychildatschool.com/MCAS/MCSParentLogin

Apple App Store

https://apps.apple.com/gb/app/mychildatschool/id1394575255

Android Google Play

https://play.google.com/store/apps/details?id=com.bromcom.mcas&pcampaignid=web_share

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.

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.

For more information please refer to our policy on supporting students with medical conditions which can be found on our website.

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	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
https://www.oxfordhealth.nhs.uk/school-health-nurses/help/

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.

Mobile Phones

Mobile phones should not be seen, heard or used during the school day. They should be switched off and in bags whilst on site and not in clothes' pockets.

The consequence for not following the above is a behaviour point and an after-school detention. Phones will also be confiscated and handed to Student Services. Students are able to collect their phone at the end of the day, unless in the case of gross misuse where the school may contact parents to return the phone to them.

There may be some instances where a teacher will allow the use of a phone temporarily (e.g taking a photo of Art work) under their express permission and supervision.

Students are also not permitted to wear headphones during the school day, unless in a lesson under the express permission of the teacher. Headphones will be confiscated if used at other times and a behaviour point and an after school detention will be issued.

The above also applies for Smart Watches.

Music at Gillotts

Instrumental Lessons

Gillotts is fortunate to have many visiting teachers who provide lessons in a variety of instruments.

If you would like to discuss instrumental lessons please contact Mrs Charlotte Alder, Subject Leader for Performing Arts, calder@gillotts.org and you will be given contact details for the relevant provider.

We currently have peripatetic teachers for the following instruments: acoustic and electric guitar, bass guitar, piano, flute, voice, cello, saxophone, violin, brass, clarinet and drums. Other instruments may be available if there is enough student interest, please contact Charlotte Alder to discuss this.

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

The instrumental lesson timetable is usually 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 instrument are encouraged to join an ensemble.

Clubs usually include Choir, Ukulele Club, Band Club and Jazz Band. 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 school musical, a Christmas or Easter event and the Summer Celebration 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

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

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

- Helping to fund extra facilities beyond those provided by the government
- 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 several 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.

More information on our Parents' Association can be found on our website gillottspa.co.uk

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
- support the school's mobile phone policy for students and not attempt to contact them via their mobile phone during school hours
- 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.

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 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. They undertake a range of activities ranging from competitions, house charity fundraising, team games, and formal learning of PSHE topics such as e-safety, wellbeing, first aid, kindness, respect, leadership etc.

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 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.

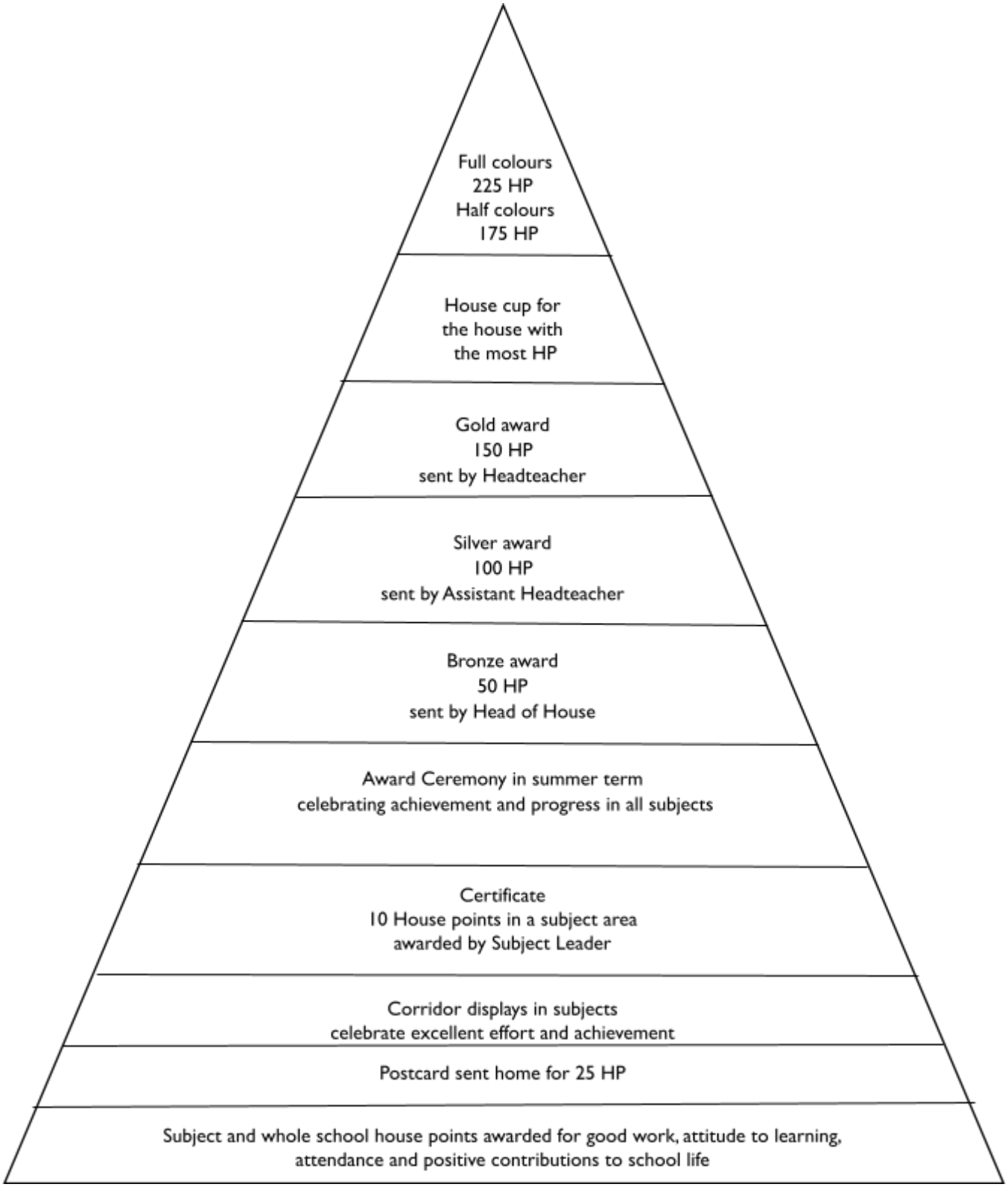
When students have gained significant numbers of House Points, they will be rewarded as follows. Colours are awarded as metal pin badges. These will be presented in Assembly.

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) 225 House Points (Full Colours)	KS3 – certificate and badge KS4 – badge and letters from HoH/Assistant Headteacher KS3 – certificate and badge KS4 – badge and letter from Headteacher	Half Colours 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 students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students 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 the 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.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of students. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Our designated people for safeguarding are:
Matt Druce, Assistant Headteacher, Designated Safeguarding Lead
Mark Bedford, Headteacher, Deputy Designated Safeguarding Lead
Claire Collyer, SENDCo, Deputy Designated Safeguarding Lead
Amanda Weait, Support for Learning Key Worker, Deputy Designated Safeguarding Lead

If you have a concern about the safety of a child in Gillotts School, please contact any of the staff members above via office@gillotts.org

School Day

Tutor Time	08:45 – 09:10
Period 1	09:10 – 10:10
Period 2	10:10 – 11:10
Morning Break	11:10 – 11:35
Period 3	11:35 – 12:35
Lunch Break	12:35 – 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.

Smoking

The school has a no smoking policy, including e-cigarettes, vapes or any other tobacco or nicotine material, 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.

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 four times a day:

Before school:	08:35 am to 08:45 am
At break:	11:10 am to 11:35 am
At lunchtime:	12.35 pm to 1.30 pm
After school:	15:30 pm to 15:45 pm (Mon-Thurs)
	14:30 pm to 14:45 pm (Fri)

Staff List

Name	Post	Email
Mrs Charlotte Alder	Drama Teacher - Performing Arts Subject Leader and Wellbeing Leader	calder@gillotts.org
Ms Laura Allen	Modern Foreign Languages Teacher and CAIAG Leader	lallen@gillotts.org
Mrs Nicky Allingham	Learning Support Assistant	nallingham@gillotts.org
Mrs Sarah Althorp	Support for Learning Assistant	salthorp@gillotts.org
Mrs Karen Barker	School Business Manager	kbarker@gillotts.org
Mr Mark Bedford	Headteacher	mbedford@gillotts.org
Ms Cathy Bentley	Counsellor	cbentley@gillotts.org
Miss Alison Beer	English Teacher	abeer@gillotts.org
Mrs Vanessa Best	Arts Technician and Student Services Administrator	vbest@gillotts.org
Mrs Hege Billurcu	Student Services Administrator (Monday's) and Receptionist (Thursday's)	hbillurcu@gillotts.org
Mr Jim Bland	DT Technician	jbland@gillotts.org
Mrs Michaela Bland	Science Technician	mbland@gillotts.org
Ms Carol Brown	Learning Support Assistant	cbrown@gillotts.org
Mrs Becky Buckley	English Teacher and CPD Leader	bbuckley@gillotts.org
Mrs Louise Chater	Learning Support Assistant	lchater@gillotts.org
Miss Charlie Clark	Premises Manager	clark@gillotts.org
Miss Claire Collyer	SENDCo and Deputy Designated Safeguarding Lead (Safeguarding Leader)	ccollyer@gillotts.org
Mrs Nicky Davies	Family Support Key Worker	ndavies@gillotts.org
Mr Richard Delorenzi	Computing Teacher	rdelorenzi@gillotts.org
Dr Stephen Dover	Science Teacher	sdover@gillotts.org

Name	Post	Email
Mr Matt Druce	Assistant Headteacher, PE and Geography Teacher and Designated Safeguarding Lead	mdruce@gillotts.org
Mrs Aurelie Dubois	Modern Foreign Languages Teacher	adubois@gillotts.org
Mrs Nicola Duncan	Art Teacher	nduncan@gillotts.org
Mrs Emily Dunstan	English Teacher	edunstan@gillotts.org
Mrs Helen Erceg	Administrator for Darwin House	darwinhousebase@gillotts.org
Ms Jasmine Erskine	Modern Foreign Languages Teacher, Subject Leader	jerskine@gillotts.org
Mrs Tugba Esen Ulucan	Learning Support Assistant	tesenulucan@gillotts.org
Miss Charlotte Gardiner	PE Teacher	cgardiner@gillotts.org
Ms Cheryl Garlinge	Maths Teacher and Assistant Subject Leader	cgarlinge@gillotts.org
Mrs Fahriye Gokcel Aslan	Cover Supervisor	fgokcel@gillotts.org
Mrs Clare Gosling	Food Preparation & Nutrition Teacher	cgosling@gillotts.org
Ms Katy Greene	After School School	kgreene@gillotts.org
Mr Sam Grice	Music and Drama Teacher , AI Leader and Transition Leader	sgrice@gillotts.org
Mrs Justine Griffin	Learning Support Assistant	jgriffin@gillotts.org
Mr Paul Guy	Senior Science Technician	pguy@gillotts.org
Mr Luke Harding	PE Teacher and Head of Pankhurst House	lharding@gillotts.org
Mrs Leanne Herbert	PA to the Headteacher	lherbert@gillotts.org
Mr Carl Hewitt	IT Manager	chewitt@gillotts.org
Miss Harriet Hodge	Family Support Key Worker and Learning Support Assistant	hhodge@gillotts.org
Mrs Wendy Hodges	Art Teacher – Subject Leader	whodges@gillotts.org
Mrs Laura Holmes	Attendance Administrator	attendance@gillotts.org
Mrs Anne Hopkins	Receptionist	ahopkins@gillotts.org
Miss Kitty Horne	Learning Support Assistant	khorne@gillotts.org

Name	Post	Email
Miss Michelle Howey	Learning Support Assistant	mhowey@gillotts.org
Mrs Niki Jaj	Assessment and Admissions Manager	njaj@gillotts.org
Mrs Hannah Jansen	PE and Dance Teacher, Assistant Head of Pankhurst House	hjansen@gillotts.org
Mr Ryan Jansen	PE Teacher and Head of Orwell House	rjansen@gillotts.org
Mrs Sharron Jones	Learning Support Assistant	sjones@gillotts.org
Ms Hannah King	Music Teacher and Assistant Head of Orwell House	hking@gillotts.org
Miss Melissa King	Learning Support Assistant	mking@gillotts.org
Mrs Tricia Latter	Receptionist (Mornings) and Advice and Guidance Administrator	tlatter@gillotts.org
Dr Tom Lattimore	Science Teacher	tlattimore@gillotts.org
Mr Hugh Lawton	Learning Support Assistant	hlawton@gillotts.org
Mrs Sarah Lowe	Geography Teacher	slowe@gillotts.org
Mr Patrick Mackerras	Maths and RS Teacher	pmackerras@gillotts.org
Mrs Claire Maddock	Counsellor	cmaddock@gillotts.org
Miss Namra Malik Tiwana	Modern Foreign Languages Teacher	nmaliktiwana@gillotts.org
Mr Glenn Malpass	Science Teacher	gmalpass@gillotts.org
Mr Chomu Marashe	Maths Teacher	cmarashe@gillotts.org
Miss Naomi Martin	Higher Level Teaching Assistant	nmartin@gillotts.org
Mrs Ruth McAlpine	Food Technology Technician	rmcalpine@gillotts.org
Mrs Trish McBain	BTEC Childcare and Science Teacher	pmcbain@gillotts.org
Miss Rosemary McKisack	English Teacher	rmckisack@gillotts.org
Mrs Alison Michael	Science Teacher	amichael@gillotts.org
Mrs Laura Mines	House Administrator for Pankhurst	pankhursthousebase@gillotts.org
Mrs Jenna Moore	English Teacher – Assistant Subject Leader and Coaching Leader	jmoore@gillotts.org

Name	Post	Email
Miss Mimi Nanud	History Teacher	ananud@gillotts.org
Mr Tom Nash	History and Sociology Teacher and Coaching Development Leader	tnash@gillotts.org
Dr Edward Newbold	Deputy Headteacher and Geography Subject Leader	enewbold@gillotts.org
Mrs Janette Nyangiti	Learning Support Assistant	jnyangiti@gillotts.org
Mrs Kerry O'Brien	Admissions Assistant and Data Management Officer	kobrien@gillotts.org
Mrs Flora Oliver	School Counsellor	foliver@gillotts.org
Dr Gill Omar	Science Teacher	gomar@gillotts.org
Miss Kerrie Orlando	Modern Foreign Languages Teacher	korlando@gillotts.org
Mrs Kausalya Padhi	Maths Teacher	kpadhi@gillotts.org
Mrs Nicola Panel	Finance Manager	npanel@gillotts.org
Mrs Gaynor Parfitt	HR Manager	gparfitt@gillotts.org
Miss Katie Pearson	PA to the Deputy HT and Assistant HT (Simon West)and Trips Coordinator	kpearson@gillotts.org
Mr Jamie Pattison	Caretaker	jpattison@gillotts.org
Mrs Frankie Pimentel	Maths Teacher – Subject Leader	fpimentel@gillotts.org
Mrs Emma Polhill	Maths Teacher	epolhill@gillotts.org
Mrs Clotilde Ranjbar	Modern Foreign Languages Teacher	cranjbar@gillotts.org
Mr David Riches	Caretaker	driches@gillotts.org
Miss Hayley Rogers	PE Teacher and Subject Leader, Assistant Head of Darwin House	hrogers@gillotts.org
Miss Zoe Rose	Finance Administrator	zrose@gillotts.org
Mrs Helen Sahans	Geography Teacher	hsahans@gillotts.org
Mrs Masuma Salam	Reprographics / Lost Property	msalam@gillotts.org
Mrs Anna Saunders	DT Teacher - Subject Leader	asaunders@gillotts.org

Name	Post	Email
Mr Edward Shakespeare	English Teacher	eshakespeare@gillotts.org
Mrs Gemma Silk	RS Teacher – RS & Life Beyond School Subject Leader and PSHE Leader	gsilk@gillotts.org
Miss Georgia Smith	Learning Support Assistant	gsmith@gillotts.org
Ms Shona Somerville	English Teacher	ssomerville@gillotts.org
Mr James Spruyt	Maths Teacher	jspruyt@gillotts.org
Miss Natalie St Clair	PA to the Assistant Headteacher (Matt Druce)	nstclair@gillotts.org
Mrs Lisa Steele	Modern Foreign Languages Teacher and CPD Leader	lsteele@gillotts.org
Miss Katie Stepney	Geography Teacher and Head of Darwin House	kstepney@gillotts.org
Mrs Burcu Surmeli	Science Teacher	bsurmeli@gillotts.org
Mr Alexander Taylor	RS Teacher	ataylor@gillotts.org
Ms Maia Taylor	Librarian	mtaylor@gillotts.org
Mrs Michelle Thompson	Attendance Administrator	mthompson@gillott.org
Miss Anna Trimmings	Finance and Facilities Coordinator	atrimmings@gillotts.org
Mr Tyrone Trimmings	IT Services Technician	ttrimmings@gillotts.org
Mrs Chloe Tristem	Science Teacher - Subject Leader	ctristem@gillotts.org
Mrs Jessica Turner	Learning Support Assistant	jturner@gillotts.org
Mr Ryan Turner-Sinclair	Learning Support Assistant	rturnersinclair@gillotts.org
Mrs Nastasiya Uvarova	Learning Support Assistant	nuvarova@gillotts.org
Ms Hazel Waelend	English Teacher – Subject Leader	hwaelend@gillotts.org
Mrs Cecilia Waller	Learning Support Assistant	cwaller@gillotts.org
Mrs Amanda Weait	Support for Learning Key Worker	aweait@gillotts.org
Ms Catherine Weaver	English Teacher	cweaver@gillotts.org
Mr Simon West	Assistant Headteacher and Science Teacher	swest@gillotts.org

Name	Post	Email
Mrs Tracy White	Senior Learning Support Assistant	twhite@gillotts.org
Ms Denise Williams	Senior Learning Support Assistant	dwilliams@gillotts.org
Mr Phil Yeatman	History and Sociology Teacher - Subject Leader	pyeatman@gillotts.org
Mrs Shelley Zyda	House Administrator for Orwell (Temporary Cover Manager)	szyda@gillotts.org

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 the bridleway from 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.

Uniform List

- Navy blue Gillotts school polo shirt – with long or short sleeve
- Navy blue Gillotts school sweatshirt
- Plain black tailored, straight-leg trousers *(no leggings, jeans, cords, canvas, denim, joggers or cargo style)* or
- Plain black pleated school skirt, length between mid-thigh and knee *(please refer to our school skirt guide below)* or
- Plain black tailored school shorts (summer months only) *(no canvas, denim, or cargo or skin tight styles)*
- Plain white or black socks or black or flesh coloured tights
- Black shoes, closed back and front *(no trainers, boots, sandals; please refer to our school shoe guide)*
- Plain outdoor coat *(no large logos, no hoodies, no denim, leather, leather-look or suede)*

PE Kit - Students participate in all sports

Outdoor	Gillotts sports polo shirt Plain navy skort *or* plain navy sports shorts *(not cycling shorts)* Plain navy knee-length socks *(to accommodate shin pads)* Thermal baselayer (top and leggings) (plain navy or black) Quarter zip plain navy fleece *(no hood)*
Rugby	*A plain navy rugby shirt is strongly recommended* Football boots ***NB** a gum shield should be worn*
Football	Football boots Shin pads *A plain navy rugby shirt may be worn*
Hockey	Football boots or astros Shin pads ***NB** a gum shield should be worn*
Netball, Rounders Cricket, Athletics	Trainers
Indoors (except Gym and Dance)	Gillotts sports polo shirt Plain navy skort *or* plain navy sports shorts *(not cycling shorts), or leggings (plain navy or black) as an alternative* Trainers
Gym and Dance	Gillotts sports polo shirt Plain navy sports shorts *(not cycling shorts)* *A leotard (plain navy or black) is compulsory for female students – this may be worn with leggings (plain navy or black) (as an alternative to plain navy sports shorts) and with the Gillotts sports polo shirt*

The Headteacher's decision on matters of uniform is final.

The following additional comments may also be helpful:

- No jewellery apart from a maximum of two small stud earrings, one in the lobe of each ear. 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. Students wearing non-uniform belts not in line with this guidance will be required to wear one from Student Services.
- 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 the correct uniform. Staff will monitor that students are wearing the correct uniform at all times. Non-uniform items will be confiscated. Black soft shoes & other items of uniform can be borrowed from the Student Services. Students may be sent home to change, or taken out of lessons, should this not be possible. Students wearing skirts that are shorter than mid-thigh, or rolled to make them shorter than mid-thigh, will be required to wear trousers.
- Requests to vary the uniform for particular reasons, such as medical needs, will always be carefully considered. 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 may be worn only if the student is using them for a classroom based activity.

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 can be ordered directly from our uniform supplier for collection from Student Services. Second-hand uniform can be purchased from regular sales organised by the Parents' Association. Dates are on the school calendar, usually the penultimate Friday of short terms. Parents are asked to donate items of uniform; the Parents' Association will sell the items as part of their fundraising for the school.

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

Note: Items marked with an asterisk (*) are only available via No Sweat Uniform Supplier

Navy Long Sleeve Polo*

Unisex - Compulsory

Navy Short Sleeve Polo*

Unisex - Alternative to Long Sleeve

Navy Sweatshirt*

Unisex - Optional

School Skirts

Plain black pleated school skirt, length between mid-thigh and knee. Acceptable styles pictured below:

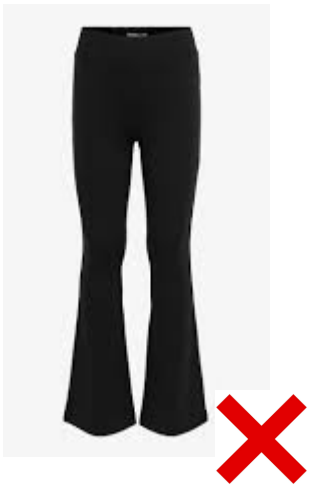
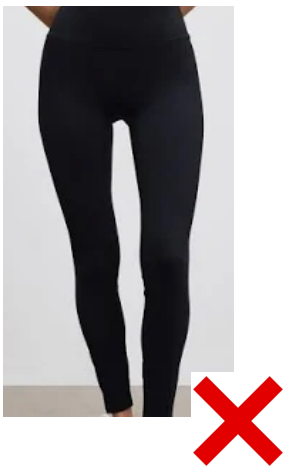
tube or tight

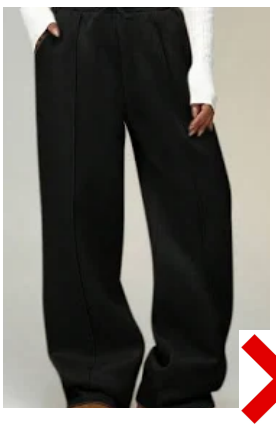
Please note pencil, fitting styles are not acceptable, for example:

School Trousers

Plain black tailored, straight-leg trousers *(no leggings, jeans, cords, canvas, denim, joggers, jersey, linen or cargo style).*

Please note joggers, jersey, cargo, denim, leggings, cords, canvas or cargo style are not permitted, for example:



School Shorts

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

PE Kit

Note: Items marked with an asterisk (*) are only available via No Sweat Uniform Supplier

Please refer to page 1 of this guide for details of which items of uniform are required for each sport. Other items of Gillotts PE kit may continue to be worn

Boys Style Sports Polo*

Compulsory

Girls Style Sports Polo*

Compulsory

Navy Sports Socks

Compulsory

Navy Sports Shorts

Compulsory

Optional

Girls Navy Skort

Compulsory

Unisex Sports Fleece

Rugby Shirt Top

Optional

Girls Leotard

Compulsory

Leggings

Optional

Base Layer

Optional

School 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:

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 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 can also be sent a message by email cmaddock@gillotts.org