



GLC Gateway Academy

All Different: All Equal: Together, Improving Upon Our Best

PROSPECTUS

FOR ADMISSION IN SEPTEMBER 2023



IMPROVING UPON OUR BEST



www.theglc.org.uk



GLC All Different: All Equal
Together, Improving Upon Our Best



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THE GATEWAY LEARNING COMMUNITY

OUR MISSION STATEMENT

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The schools in the partnership are:

- The Gateway Academy.
- Gateway Primary Free School.
- Herringham Primary Academy.
- Lansdowne Primary Academy.
- Tilbury Pioneer Academy.

For more information please go to The Gateway Learning Community website on www.theglc.org.uk.

Note: A large font size version of our prospectus can be found via The Gateway Academy website: <http://www.theglc-gatewayacademy.org.uk>

EQUALITIES STATEMENT

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.

We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.



ACADEMY DETAILS

GLC Chief Executive Officer:	Mrs Viki Reid
Head of School:	Mrs Grainne McLaughlin
GLC Board of Directors:	Mrs Hilary Hodgson (Chair)
Status and character:	Co-Educational Academy for Students Aged 11-16
Number of students intended to be admitted in September 2023:	210
Address:	Marshfoot Road Tilbury/Chadwell-St-Mary Essex RM16 4LU
Tel:	(01375) 489000
Email:	admin.gateway@theglc.org.uk
Website:	www.theglc.org.uk

CHILD PROTECTION: KEY CONTACTS

DESIGNATED CHILD PROTECTION CO-ORDINATOR

Name: Trudi Bryant – Assistant Principal

Contact number: 07943983649

Email: cp-gateway@theglc.org.uk

DEPUTY DESIGNATED CHILD PROTECTION CO-ORDINATORS:

Name: Claire Whitbread

Contact number: 07506793436

Email: cp-gateway@theglc.org.uk

Name: Kerry Newton - Attendance Manager

Contact number: 07834528277

Email: cp-gateway@theglc.org.uk

For any concerns regarding child protection or safeguarding of any student, please inform Trudi Bryant, Claire Whitbread or Kerry Newton (contact details above).

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

If you need advice or guidance from the authority, please contact them via the following information:

The Initial Response Team (IRT) is available for advice and consultation on Child Protection matters: 01375 652802 or 652634.

The LSCB contact number for Thurrock is 01375 653813

THE GATEWAY ACADEMY OPEN DAY AND EVENING



GLC Gateway Academy

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THE GATEWAY ACADEMY OPEN DAY & EVENING

WEDNESDAY 14 SEPTEMBER 2022

Group guided tours from 09:00 - 12:00

Open Evening for all 18:00 - 20:00

Pre-bookable Individual Family Tours:

Saturday 17 September 2022 from 9:00 until Midday

Every Friday throughout September and October from 08:45 until 10:30

To book a tour please contact Miss O'Dwyer **01375 489000** or
email: siobhan.odwyer@theglc.org.uk

"I've been blown away
by what I've seen at
The Gateway Academy."

Secretary of State for Education



"Teachers have high
expectations ... enabling pupils
to make good progress."

Ofsted Inspection 2019

www.theglc.org.uk



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OFSTED INSPECTION 2019: “THIS IS A GOOD ACADEMY”

SUMMARY OF KEY FINDINGS DURING OUR OFSTED INSPECTION 2019:

- Pupils’ enjoyment of school life is reflected in their punctuality and regular attendance.
- Pupils behave well. They are polite and courteous to adults and their peers. Bullying is not common, and when it does occur it is dealt with swiftly.
- Pupils are well prepared for the next stage of their education or employment.
- Teaching is typically good. Teachers have secure subject knowledge that sustains pupils’ interest. They explain new ideas clearly. Teachers know their pupils well and have a secure understanding of their needs. This, combined with mutual respect, is ensuring that pupils make good progress from their starting points.
- The calm, purposeful environment seen in many lessons ensures that pupils can work hard and enjoy their learning. Many pupils share their teachers’ high aspirations. They want to do well and are keen to participate in activities and complete the work set.
- Teachers have high expectations and questioning is highly effective. Teachers ask searching questions which probe pupils’ understanding. Use of follow-up questions develop pupils understanding further, enabling pupils to make good progress.



TERM DATES 2023 - 2024

September 2023							October 2023							November 2023							December 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3							1			1	2	3	4	5					1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
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25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
January 2024							February 2024							March 2024							April 2024						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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8	9	10	11	12	13	14	12	13	14	15	16	17	18	11	12	13	14	15	16	17	8	9	10	11	12	13	14
15	16	17	18	19	20	21	19	20	21	22	23	24	25	18	19	20	21	22	23	24	15	16	17	18	19	20	21
22	23	24	25	26	27	28	26	27	28	29				25	26	27	28	29	30	31	22	23	24	25	26	27	28
29	30	31																			29	30					
May 2024							June 2024							July 2024							August 2023						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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13	14	15	16	17	18	19	10	11	12	13	14	15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18
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27	28	29	30	31			24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30	31	
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Schooldays
and
Weekends



School
Holidays



Bank
Holidays



Training
days



Secondary
Training day



Primary
Training
day

Autumn Term:

Friday 1 September 2023 – Friday 22 December 2023

70 Days

Half Term: Monday 23 October – Friday 3 November

Spring Term:

Monday 8 January 2024 – Thursday 28 March 2024

54 Days

Half Term Monday 19 February – Friday 23 February

Summer Term:

Monday 15 April 2024 – Friday 19 July 2024

66 Days

Half Term: Monday 27 May – Friday 31 May

Training Days

Friday 1 September 2023

Monday 4 September 2023

Monday 8 January 2024

Monday 22 July and Tuesday 23 July

190 Days

ADMISSION CRITERIA

The Gateway Academy will consider all applications for places. Where fewer than 215 applications are received, The Gateway Academy will offer places to all those who have applied (although in certain circumstances the Academy can refuse admission. For further details please ask for a copy of our Admissions Policy. Alternatively, the policy can be viewed via the GLC website: www.theglc.org.uk - Key Policies).

Procedures for admission to Year 7 where the Academy is oversubscribed

Where the number of applications for admission are greater than the published admissions number, applications will be considered against the criteria set out below in order from A - F.

- a) Children who are in care or previously in care or interim care of a local authority pursuant to sections 31 and 38 of the Children's Act 1989, or children who are accommodated by a local authority pursuant to section 20 of the Children's Act 1989.
- b) Admission of students whose siblings currently attend the Academy and will continue to do so on the date of admission. For the purpose of allocating places, sibling means:
 - Full sibling living at the same address as the applicant.
 - Step sibling living at the same address as the applicant.
 - Half sibling living at the same address as the applicant.
 - Long term foster sibling living at the same address as the applicant.
- c) Admission of students who attend The Gateway Primary Free School [a designated feeder school]. The Gateway Primary Free School students have priority due to the All-through organisation of learning and the integrated relationship between the young people in the Free School and those in The Gateway Academy.
- d) Admission of students who attend primary schools in The Gateway Learning Community [i.e., The Gateway Primary Free School, Herringham Primary Academy, Lansdowne Primary Academy and Tilbury Pioneer Academy are designated feeder schools]. The Gateway Learning Community schools have priority due to the wholly collaborative relationships between the schools that include: common governance arrangements; joint curriculum delivery; a shared Student Code of Conduct; shared inclusion services; joint activities for targeted students including those of SEND and who are More Able. It is our aim to provide a holistic approach to education for all GLC students and their families.
- e) Admission of children who live with parents, carers or guardians where the member of staff has been employed at the GLC for two or more years at the time at which the application for admission to the GLC is made, and/or the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
- f) Admission of students on the basis of proximity to the Academy using straight line measurement. Students living nearer to the Academy being given higher priority.

Distance from the Academy will be measured in a straight line in metres by a digital mapping system from the Academy's main gate to the front door of the home.

If the final place is allocated to a family with twins or multiple births, the Academy will offer a place to the additional students.

If there is a tie for the final place, a draw will be conducted by a person independent of the Academy.



CARING FOR NEW STUDENTS

At The Gateway Academy, we believe that a child will achieve greater success if they feel happy and secure during their time at school. It is a belief which prompts so many visitors to comment upon the friendly but disciplined atmosphere that prevails around the Academy.

The Gateway Learning Community is committed to improving standards through working partnerships. In practice this means that teachers and other staff spend a great deal of time working together and in doing so get to know the children from all schools within the group. The Academy builds links with all feeder primary schools so that students can relate to a familiar face and be reassured about the transition from primary to secondary education. Students regularly visit the Academy and take part in lessons to develop a better understanding of secondary education.

Unlike any other Thurrock School, The Gateway Academy, with the full support of The Gateway Learning Community, believes that the transition to Year 7 is so important it devotes one week in the summer term to it. The aim is to ensure that every child starts the summer holiday confident in the knowledge that they are fully prepared for the official start of their secondary education in September.

During the summer term, parents/carers of students who are transferring to The Gateway Academy, as well as the students themselves, are invited to the school to discuss The Gateway Academy Partnership for Learning. There will also be an opportunity to meet the Progress Leaders and the Tutor who will be responsible for individual students.

THE ACADEMY DAY

The compulsory part of the Academy's day starts at 8.15 am and the end of the day is staggered for all year groups.

No matter what time students finish their day, the Academy is keen that all students will continue beyond the end of the day opting to take part in the rich variety of extended school activities that are taking place.



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THE GATEWAY ACADEMY DAY 2022 - 2023

	YEAR 8 AND YEAR 10	YEAR 7, YEAR 9 AND YEAR 11
08.15	Period 1	Period 1
08.45	Period 2	Period 2
09.45	Period 3	Break 09.45 – 10.10
	Break 10.50 - 11.15	Period 3
11.15	Period 4	Period 4
12.15	Period 5	12:15 – 12:40 - Lunch
	13.20 – 13.45 - Lunch	Period 5
13.45	Period 6	Period 6
14.45	Year 7 & Year 8 Dismissal	
14.50	Year 9, Year 10 and Year 11 Dismissal	



GLC

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GATEWAY ACADEMY UNIFORM

GATEWAY ACADEMY UNIFORM

- Black blazer and Academy badge
- White collared shirt
- Academy tie
- Black trousers - business style trousers, full length only (Not denim, corduroy, brushed cotton, stretch material, chinos or jean style)
- Black Academy skirt (purchased at The Gateway Academy)
- Academy jumper (plain black 'v' neck jumper with The Gateway Academy logo)
- Plain black or neutral tights/black or white socks to be worn if wearing the Academy skirt
- A bag (large enough to hold a number of books and a PE kit)

ALL students are expected to wear conventional shoes.

GATEWAY ACADEMY PE AND DANCE KIT

- Academy Shorts and/or Academy Tracksuit bottoms / Academy Sports Leggings (leggings should not be see-through)
- Academy T-shirt and / or Academy jumper.

These are optional extras that students can also purchase.

- ¼ zip jumper
- Rain jacket
- Rugby top
- Football socks
- Sports Bag

Alternatively, plain black PE and Dance kit can be worn (no branding whatsoever).



GATEWAY ACADEMY GIRLS SKIRT

The Gateway Academy black skirt can only be purchased at The Gateway Academy.

GATEWAY ACADEMY UNIFORM

It is the GLC's Policy that children must wear school uniform when attending school, or when participating in school organised events inside normal school hours.

AIMS AND OBJECTIVES

This Uniform Policy is based on the notion that uniform:

- Promotes a sense of pride in the Academy;
- Is practical, smart, attainable and affordable;
- Identifies the children with their Academy;
- Avoids pressure on children to 'follow the latest fashion';
- Helps children feel equal to their peers in terms of appearance; and
- Promotes a sense of community and belonging towards the Academy.

ROLES OF PARENTS/CARERS

Parents/carers who send their children to GLC Academies must ensure their child adheres to the Uniform Policy. The GLC welcomes children from all backgrounds and faith communities. If there are reasons, for example on religious grounds, physical disabilities or medical reasons, why parents/carers want their child to wear clothes that differ from the Academy uniform, the Academy will look at each request individually.

If children are temporarily unable to wear the correct uniform, parents/carers will need to speak to the Academy to discuss the reasons for this.

ADDITIONAL REQUIREMENTS

- Sweatshirts, non-religious headwear or over-coats are not permitted to be worn within the Academy's building. If seen, they will be confiscated until the end of the day. If they are not claimed within a term, they will be donated to charity.
- Students are not allowed to wear hoodies or caps in the Academy's building. If seen, they will be confiscated until the end of the day. If they are not claimed within a term, they will be donated to charity.
- For health and safety reasons, nails should be of a suitable length.
- Make-up, if worn should be of a natural tone.

JEWELLERY

It is preferable that no jewellery is worn for safety and security reasons. However, a wrist watch, small objects of religious significance and **one** small sleeper/stud in each lobe of the ear would be the maximum allowed. No facial piercings are allowed at the Academy. We ask the students to either remove jewellery when participating in sport, or cover items with a plaster, to prevent them from causing injury.




TATTOOS AND HAIRSTYLES

- Due to the legalities students under 16 must not have tattoos.
- The Academy allows students to have some creativity with regards to hair styles. We advise that students discuss any plans to have a new hairstyle with their Progress Lead and/or Lead Coach and seek permission before they go ahead and create their look, as some hairstyles are not permitted, this includes 'tram-lines' and a shaved head.

GATEWAY ACADEMY APPROVED SHOE STYLE

Young people in The Gateway Academy are expected to wear conventional shoes. Shoes must be full leather or leather substitute with no obvious branding. Trainers and other footwear such as Converse are not permitted. Please see the Uniform Policy for further details, which can be found on our GLC website under - Key Policies.

The guidance below indicates which shoes are acceptable and what is not. If you have any questions, please do not hesitate to talk to a member of staff at The Gateway Academy.

 SUITABLE	X UNSUITABLE
<p>Examples of the type of school shoes that are appropriate:</p> <div data-bbox="119 1064 742 1892">  </div>	<p>Examples of the type of school shoes that are not appropriate:</p> <div data-bbox="845 1052 1452 1892">  <div data-bbox="1173 1120 1452 1836"> <p>Canvas shoes</p> <p>Sports Trainers</p> <p>Non-sensible shoes</p> <p>Branded shoes</p> </div> </div>

APPROVED STUDENT TROUSERS

BUSINESS STYLE

TIGHT OR STRETCH LEGGING MATERIAL



SUITABLE

Examples of the type of school trousers that are appropriate:

Regular Leg Trousers



Straight Leg Trousers



Tapered Trousers



X UNSUITABLE

Examples of the type of school trousers that are not appropriate:

Leggings



Stretchy Lycra trousers



Tight Skinny Trousers



GATEWAY ACADEMY PE & DANCE KIT

- Academy Shorts and/or Academy Tracksuit bottoms / Academy Sports Leggings (leggings should not be see-through)
- Academy T-shirt and / or Academy jumper.

Below is the **acceptable** sportswear which can be worn in PE and Dance lessons, however, as an alternative, students can wear plain black (no branding whatsoever) PE and Dance kits.



GA Sports Top
£9.00



GA Tracksuit Bottoms
£18.56



GA Girls Shorts
£5.14



GA Boys Shorts
£5.14



GA Sports Leggings
£21.00

PLEASE NOTE THAT SHORTS SHOULD BE OF AN APPROPRIATE LENGTH SUITABLE FOR OUR ACADEMY ENVIRONMENT.

GATEWAY ACADEMY PE & DANCE KIT

These are optional extras that students can also purchase.

- ¼ zip jumper
- Rain jacket
- Rugby top
- Football socks
- Sports Bag

Below is the **acceptable** sportswear which can be worn in PE and Dance lessons, however, as an alternative, students can wear plain black (no branding whatsoever) PE and Dance kits.



GA 1/4 Zip Jumper
£16.88



GA Sports polo
£15.00



GA Rain Jacket
£14.89



GA Rugby Top
£17



GA Sports Bag
£16.13



GA Football socks
£4.13

Alternative tracksuit brands will not be allowed, all items should have The Gateway Academy logo on them, or alternatively be plain black (**no branding**). The PE kit can be purchased directly from: <https://www.kitlocker.com/thegatewayacademy/>





CURRICULUM

At The Gateway Academy, we believe that for some subjects students benefit from being taught in set groups whilst others are best taught in mixed ability groups. With these factors in mind, it is essential that we have a curriculum structure that allows for flexibility and meets the needs of all our learners. When your child joins us, their prior attainment is taken into consideration and along with information from their primary school and our own baseline assessment, they are then placed into one of three bands:

- Grammar Band is our accelerated learning band and is set purely on high attainment using more able criteria.
- X and Y bands each contain four groups which are set for ability in English, Maths and Science

Although students are placed into these bands on entry they are reviewed termly and there are progression paths to ensure that no student is tied to their starting point if their needs change as they progress through the Academy.

The curriculum is organised into 50, one-hour periods over 10 days. In addition, students have access to a broad range of learning experiences promoting deeper learning and opportunities to learn outside of the classroom. For example, cultural days and a wide variety of extra-curricular activities. The Academy is keen for young people to develop skills and aptitudes in areas other than those provided in a traditional curriculum.

In Year 7, the students curriculum allocation is outlined below for each subject:

SUBJECT	HOURS PER FORNIGHT
English	8
Mathematics	7
Science	6
Physical Education	4
Computer Science	2
Design & Technology	2
Spanish	2
History	3
Geography	3
Religious Studies and PSHE	3
Drama	2
Dance	2
Food Technology	2
Art	2
Music	2





GRAMMAR BAND

**"Forte nihil difficile" -
"To the determined, nothing is difficult".**

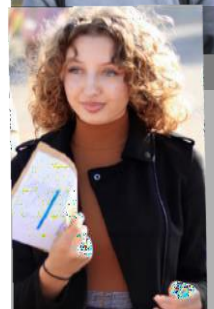
- Benjamin Disraeli

Benjamin's words resonate through the fabric of Grammar Band; an aspiration to be unusually brave, intellectually curious and to aim for academic excellence in every subject.

We expect our Grammar Band students to devour their learning and continuously want more not just of themselves but of their teachers as well. To demand rigour and limitless exposure to the hidden depths of every subject; to go beyond the bounds of possibility, to think big and dream even bigger.

Your child, in a Grammar Band class will have earned the right to be propelled to beyond the outer bounds of what is possible.

Testament to this are the 300 GCSE grade 7-9s our Grammar Band students have achieved in the last two years and the outstanding A Level results they have obtained as a result of hard work and limitless determination. Their testimonials tell of their gratitude to teaching of the highest quality when they were in Grammar Band at The Gateway Academy.



Abiaz Afzal



University of Cambridge
Reading Medicine

Amy Beaumont



University of Kent
First class degree in Law

Uyi Ozigbo



Aston University
Reading Business and International Relations

Thomas Reynolds



University of Surrey and
BSc Masters in Quantum Physics

Jasleen Devgun



University of Bristol
Reading Aerospace Engineering

Molly May

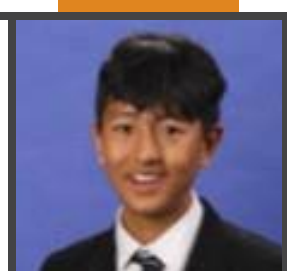


Nottingham Trent University
Reading Journalism

Oxford, Cambridge, London School of Economics, Harvard, MIT, Yale. Maybe to be the first in their family to go to University, to create a legacy of academic and cultural excellence, to know that a future of boundless brilliance awaits them. Yes, it is challenging, yes, it is pressurised, but as Serena Williams says, "Pressure is a privilege" and she should know!

We believe that the right sort of pressure brings out the best in our Grammar Band students. To be supported through a curriculum rich with interwoven and multi-layered concepts and ideas. To explore what piques their interest and to know that if further and enhanced study is requested, their teachers will always say "yes, absolutely."

Semal Limbu



University of Bristol
Reading Civil Engineering

Emily Lowe



University of Lancaster
Reading Mathematics

Andrea Neville

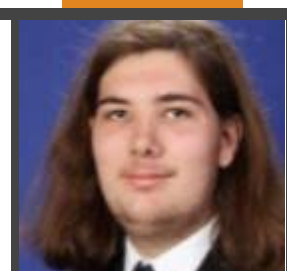


University of Oxford
Reading History

Vladislav
Vladimirov

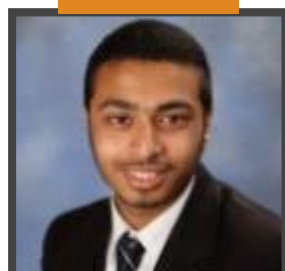
University of Essex
Reading Banking & Finance

James Lowe



University of Loughborough
Reading Geography

Tahmid Ahmed



King's College University
Reading Medicine

Emilia Skiba



University of Leeds
Reading Mechatronics & Robotics

Jessica Avis



University of the Creative Art
Reading Fashion Design

Grammar Band is a unique element in our curriculum offer. Opening the brightest minds to what is achievable and what is possible. We cannot wait to welcome your child into Grammar Band where achievement at Greater Depth in all or most subjects at the end of Year 6 will be a key determinant as to whether a place in Grammar Band is viable.

Join us on our journey. The joy of learning awaits.

RELIGIOUS STUDIES

Religious Studies at the Academy reflects the diversity of religious, social, cultural and moral beliefs inherent in the UK today and follows the Thurrock agreed syllabus. The RS curriculum is taught from Year 7 independently as a core subject. The curriculum is thematic and equal weighting so all of the Humanities subjects are catered for. To ensure depth of understanding, each unit has a key question / concept which students will be able to answer as the topic progresses and schemes of work ensure teachers and students explore the spiritual, religious and moral dimensions in relation to the key question – this skill is developed throughout the entire curriculum and supported in PHSE in all years.

CAREERS EDUCATION

Careers education is an essential part of the curriculum for all students in all year groups. The application of skills and knowledge is emphasised within subjects, lessons and schemes of work to ensure young people make a connection between what they are learning and their future in terms of further education and employment. It is a requirement that teachers make it clear how learning can be applied in the outside world, particularly in English and Mathematics. Advice on careers and entry to college and higher education form an essential part of the curriculum, beginning in Year 7 and building up throughout all years.

SEX AND RELATIONSHIPS EDUCATION

We take great care to plan and deliver the PSHE and Sex and Relationships curriculum to develop the knowledge and understanding that young people need so that they may make informed judgements and choices as they mature and take their place in society.

Aspects of health education are an essential part of our provision for students aged 11-16. This is intended to develop the individual's responsibility for themselves and others and to promote mutual and self-respect. This area of the curriculum includes hygiene, good sexual health practices, body awareness and the physical, emotional and moral aspects of sex education as well as how to keep safe online. The Academy recognises that parents/carers bear the primary responsibility for ensuring that their children have an understanding of all physical, emotional and moral aspects of sexual maturity. The approach adopted is, therefore, sensitive to the wide range of views held by parents/carers on these issues. The Academy uses visiting speakers and theatre groups to educate young people on sex and relationships as well as healthy lifestyles; we have hosted groups on a number of topics from relationships, drugs and alcohol awareness and how these can be connected. PSHE lessons are utilised to explore discussions relevant to the key stage. Topical events are often used. Parents/carers do have the right to withdraw their child from aspects of these lessons. To do so, a request must be made, in writing, to the Head of School.

HOMEWORK

The Academy believes that relevant, engaging and well-managed homework supports learners. It provides an opportunity to extend learning beyond the classroom, which strengthens and consolidates learning. Furthermore, it provides an opportunity for students to be creative and thoughtful in their response to ideas covered in class and take part in a dialogue with their parents/carers about their learning.

At The Gateway Academy we encourage students to develop the skills of managing their time and meeting deadlines. We are passionate about homework and are determined to engage parents and carers in a transparent way.

The time required for each subject will vary according to the student's age and the nature of the work being undertaken. It should be noted that, in addition to writing, homework might involve reading, learning, observing, interviewing, researching, experimenting or any other learning skill.

Homework is set by each Faculty and follows an individual Faculty Policy as to the frequency, type or timescale to be taken to complete. Homework is monitored and marked by staff. Parents/carers are encouraged to check the quality of homework being completed and engage with their child and the Academy as appropriate.

Homework clubs are organised throughout the week during breaks, lunchtimes and after school to provide support and guidance for students.

GOOGLE CLASSROOM

At The Gateway Academy, we use Google Classroom as our primary means of setting assignments for students to work independently and collaboratively, both in school and at home.

Students can access work on their PCs, laptops, tablets and phones via their Academy Google Drive. Once students are given their Academy Google login details they have access to a wide range of apps to produce assignments, share and communicate with staff with clear deadlines set via their Calendars. Students just need to download the free apps on whichever device or devices they want to use and they have access to all of their work, going back to the start of each academic year. It means a piece of work is always stored electronically to go alongside work completed in class.

PASTORAL CARE

The Academy has a very strong pastoral care system which provides outstanding support for a vast range of different needs. There is a coaching system, a Mental Health and Emotional Wellbeing Team that provides specific support to identified students who need additional support to remove barriers to learning.

Each year group has a Progress Leader, Deputy Progress Leader and a Lead Coach who drive the ethos within the Academy. They are the first port of call for the parents/carers. Students also attend a tutor group every day known as PAD (Progress and Development Session). These are structured around a pastoral development programme.



GLC Gateway Academy

All Different: All Equal: Together, Improving Upon Our Best

OUR VALUES

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community

Responsibility

We own our behaviour and actions. We recognise that we play a fundamental role in shaping our lives, the lives of others and every aspect of the world. We understand the importance of 'making the weather.'



Resilience

We tackle challenges head-on. We approach people and situations with confidence and a positive mindset. We learn from our setbacks and failures.



Compassion

We care for ourselves and each other. We contribute to making the world a better place. We treat others with kindness, respect and dignity.



Aspiration

We aim high and work hard to fulfil our potential. We believe everybody can achieve something great and realise the importance of 'improving upon our best.'



Learning is prized



GLC All Different: All Equal
Together, Improving Upon Our Best

CELEBRATING SUCCESS

At the GLC we aim to praise the good behaviour of our students. The Gateway Academy will support those students who make good choices through a system of rewards that is designed to provide a framework of consistency which recognises success and promotes positive attitudes and engagement both in lessons, around the Academy and in the community.

Rewards for you (R4U) is a points system designed to recognise and celebrate students' good attitude to learning. There are a range of rewards for students including: trips; prize draws; small ongoing prizes; certificates; commendation letters; access to The Gateway Academy games room; canteen queue jumps; celebration evenings; special lunches in the canteen; VIP cards with benefits etc.

The criteria for awarding R4U points within the class and during their Progress and Development [PAD] sessions:

Description	Points	Description	Points
Compassion	5	100% attendance for each half term	10
Aspiration	5	100% attendance for each term	15
Responsibility	5	Golden ticket reward	20
Resilience	5	Head of school award	15
Value Learning	5	Success selfie board	5
Pride	5	Academy challenge award	5
Community Contribution	6	PE/Dance Kit	1



HEAD OF SCHOOL AWARD

Each member of staff nominates a student weekly who has demonstrated 'excellence' inside or out of school. The Head of School selects the weekly winner who is tannoyed, gets a positive letter home and receives positive points.

GOLDEN TICKET

Each member of staff is invited to award one Golden Ticket during the course of the academic year. The criteria for awarding a ticket is that the student must be consistently 'improving upon their best', or do something that is 'exceptional'. If this is the case, a student is given a Golden Ticket and they must exchange part of the ticket with the Head of School for an award and place part of the ticket in the golden box located in the canteen for the chance to win a prize. The name and a photograph of each student who gains a Golden Ticket will be on show in the canteen and a letter congratulating the student is sent home. Please note, this award is not for students who do not constantly meet the expectations of the Academy, however if a student makes a significant turnaround in their attitudes to learning they will be considered. In addition, every half term in a week 5 there will be open nominations for 'Golden Ticket' awards; selection will be made by the Student Engagement Team the following week.



DEMONSTRATING EXCELLENCE IN ACADEMIC ATTAINMENT AND/OR PROGRESS

Each subject area will nominate two students per year group to receive a subject badge each term, one for academic excellence and one for academic progress. Overall the 'top' ten students who make academic attainment and academic 'progress' in each year group will receive trophies every term. This will be based on the data from the student dashboards and from teacher input.

SUPPORTING THE GATEWAY COMMUNITY

Students are encouraged to support their Academy and community. Students who 'go above and beyond' demonstrating care and supporting others will be awarded positive points.

ACADEMY CHALLENGES

We advocate for students to play an active role in their year group and feel part of the Gateway 'family'. There are a diverse range of events throughout the academic year for students to get involved in. Students are awarded individual points for participation which go toward the R4U reward system.

CELEBRATING SUCCESS ACROSS THE ACADEMY

All staff are expected to take every opportunity to praise individual student achievements and to celebrate success. This is to promote the values and ethos that the GLC cherish.

On a weekly basis during PAD, the teacher will talk with their students to inform them of the points they have accrued. This will be repeated on a two-weekly cycle.

Other mediums for communicating and celebrating students achievements include year group and whole Academy assemblies, student displays including 'selfie' boards, top 20 highest achievers academic success badges and trophies.

DEALING WITH POOR ATTITUDES TO LEARNING

The Academy creates an environment that fosters positive relationships that are based on mutual respect, ambition for all groups of learners to be successful, insisting that students constantly 'improve upon their best', exercise appropriate authority and act decisively when necessary. Students are encouraged by rewards and high expectations, when the student has not engaged with these strategies the classroom management procedure is then implemented. Poor behaviour in a classroom setting is not tolerated at the Academy.

CLASSROOM BEHAVIOUR MANAGEMENT PROCEDURE

If a student's behaviour is in breach of The Gateway Academy Student Values the following will be implemented in the first instance:

STEP 1: WARNING

- Students are made aware which aspect of The Gateway Academy Student Values has been breached.
- The student must immediately rectify the issue.

STEP 2: FINAL WARNING

- If the student continues to breach The Gateway Academy Student Values, the teacher will explain the reason for giving a final warning and explain if the breach of The Gateway Academy Student Values continues a member of the Student Engagement Team (SET) will be called.

STEP 3: EXIT

- If the student continues to breach The Gateway Academy Student Values, the teacher contacts SET.
- SET will bring the student immediately to the Engagement Room and one of the following actions will be taken. The SET will make a judgement call on the most appropriate action to take based on the context of the situation:
 - Call parents/carers, explain the situation and ask them to speak to their child.
 - Restorative meeting with the teacher at an appropriate time.
 - Loss of break and/or lunch break.
 - Isolation for that lesson or a period of time.
 - Referral to the Inclusion Panel or Head of Faculty.
 - Formal apology to the class.
 - Community Service.
 - Two-hour detention.

Certain incidents may breach The Gateway Academy Student Values and lead the Academy to take more serious action such as a fixed term or permanent exclusion.

DETENTIONS

The SET impose break, lunchtime and after school detentions as appropriate. The aim of a detention is to support a student to reflect upon the choices they make and to encourage them to make better choices in the future and to adhere to The Gateway Academy Student Values.

ATTENDANCE AND PUNCTUALITY

Attendance is important at the Academy. Students are expected to be in school 100% of the time. If a student is absent they will be monitored by our Attendance Team. Absence will only be authorised with evidence from a medical professional. In extreme circumstances, consistent unauthorised absence will lead to the Academy seeking to prosecute parents/carers.

Here at The Gateway Academy, we expect every student to be in school on time, throughout the day.

Students **must** be through the gate by 8.12am. Poor punctuality to both school and lessons can result in:

- Academic underachievement.
- Difficulty in making or keeping friendship groups.
- Loss of a child's confidence and self-esteem.

As we feel so passionate about ensuring your child is reaching their full potential every single day, the Academy has introduced an escalation system to combat lateness to school and lessons.

WHAT TO EXPECT IF YOUR CHILD IS LATE TO SCHOOL

If your child is late to school, they will receive one of the following consequences:

- A 10-minute lunchtime detention.
- Isolation in the SET room for the day.
- A two-hour detention.

Repeated lateness will incur further consequences such as a period of time in isolation.





ANTI-BULLYING

INTRODUCTION

The GLC believes that the way we feel about our relationships and ourselves has a major impact on our ability to learn. All students need to feel safe and secure at their Academy in order to learn, achieve and thrive. Research shows that the most common effects of bullying are anxiety, depression, poor self-esteem and withdrawal. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need help to learn different ways of behaving. This Policy sets out how the GLC will try to eradicate all bullying.

DEFINITION

Bullying is behaviour by an individual or group, repeated over time that intentionally or unintentionally hurts another individual or group either physically or emotionally.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting [e.g. hiding books, using threatening gestures].
- Physical - pushing, kicking, punching or any use of violence.
- Racist - racial taunts, graffiti, gestures.
- Sexual - unwanted physical contact or sexually abusive comments.
- Homophobic - because of, or focusing on, the issue of sexuality.
- Verbal - name-calling, sarcasm, spreading rumours and teasing.
- Cyber - email and internet chat room misuse, mobile phone threats by text, calls, social-media etc.
- Or any form of peer on peer abuse [in reference to Keeping Children Safe in Education].

These forms of bullying can take place at school both in and outside of the classroom, as well as via social networks and the internet.

At the GLC we recognise that there is no 'hierarchy' of bullying. All forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between students, between students and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

AIMS OF THE POLICY

We aim to create an environment across the GLC where students can grow and flourish without fear. Each student has the right to be safe in and out of school and to be protected when he/she is feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To take measures to prevent all forms of bullying across the GLC and during off-site activities.
- To secure consistent and effective ways to address any bullying that occurs and to protect those who might be bullied.
- To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
- To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- To ensure that all staff are aware of procedures through regular training.

ANTI-BULLYING CONTINUED

TO PREVENT BULLYING, EACH GLC ACADEMY WILL:

- Appoint a member of staff to champion anti-bullying practices and to manage the anti-bullying team.
- Provide training as appropriate for all staff to raise and maintain their awareness and equip them with ways of responding to bullying.
- Appoint and train students as Anti-Bullying Ambassadors to have an active role within their Academy to promote anti-bullying.
- Hold assemblies and other curricular activities at least once a term to raise students' awareness of bullying and how to report it.
- To ensure the curriculum covers issues such as hate crime, cyber bullying, racist and homophobic bullying including Prevent.
- Ensure that all students have access to resources to help them to remain safe online.
- Ensure that the GLC website signposts students and their parents/carers to key information and support.
- Take part in the annual National Anti-Bullying Week.
- Ensure materials are displayed in prominent places to raise students' awareness of bullying issues and how to report it.
- Operate a restorative justice model of intervention that:
 - Enables bullies to understand the impact of their behaviour on their victims.
 - Helps the victim to have an insight into their own behaviour as well as that of the bully.
- Create and promote safe spaces and supervised activities for vulnerable students.
- Ensure efficient checking of the Academy site, especially toilets, lunch queues and secluded areas. It is also important to set up safe recreation areas or quiet rooms and close supervision at the start and finish of each day.
- Take every opportunity to create partnerships and to work with outside agencies to address bullying.
- Maintain the GLC IT monitoring systems to identify the victims and perpetrators of any inappropriate online activity.

ROLES AND RESPONSIBILITIES

The Head of School in each GLC Academy is ultimately responsible for the wellbeing of all students and staff. All staff, students, parents/carers and governors should be made aware of the policy alongside awareness being raised of the issues associated with bullying in schools.

The CEO is responsible for the monitoring the effectiveness of the policy and adjusting it as necessary before presenting it to the GLC Board for ratification.

Every member of staff in the GLC will aim to:

- Understand and implement the procedures in place for tackling bullying.
- Record each incident as appropriate.
- Recognise and investigate or report any behaviour changes that indicate a child might be being bullied.
- Take all incidents of bullying seriously.

The GLC Anti-Bullying Policy can be viewed via the GLC website: www.theglc.org.uk - Key Policies.

VIOLENCE AND AGGRESSION

The Gateway Academy will not tolerate acts of physical violence and aggression. Any such acts will be dealt with in the strongest possible manner by the Academy. Unless there are exceptional mitigating circumstances, acts of this nature could result in an exclusion from the Academy, either Fixed Term or Permanent.

Following any such act, the Academy will implement a Restorative Justice Programme to enable a resolution to the conflict.

Repeated acts of physical violence and aggression will result in the Academy creating an Acceptable Behaviour Contract which if breached, will result in the Academy recommending a Permanent Exclusion.

The Academy wishes to support national attempts to eradicate criminal offences involving the carrying and use of weapons. Any person found to be in possession of an offensive weapon on site will be reported to the Police and the Academy will enforce the highest level of consequences available under current legislation.

RESTORATIVE JUSTICE PROGRAMME

Restorative Justice is an alternative to sanctions when dealing with conflicts within the Academy community. Although the fear of punishment is a deterrent for the majority, what happens when punishment fails? In a school context, the offender is quite often not required to participate whilst a punishment is being imposed. Furthermore, the student remains silent, resents the authority figure and sees themselves as a victim. The real victim does not get their needs met and hostility remains between the community offender and victim. When punishment fails, it can only be escalated resulting in school and/or other forms of social exclusion.

The aims of Restorative Justice are for the following outcomes:

- All members of the community are given the opportunity to share their thoughts on how they have been affected and what can be done to resolve a conflict or anti-social act.
- It gives people the opportunity to put the problem behind them and move on.
- Reduction in the fear of re-victimisation.
- Mutually acceptable ways forward and outcomes are identified.
- Emphasis placed on the behaviour not the person.
- Victim and offender both have the opportunity for closure.
- Offender has a safe forum to apologise and offer reparation to the victim.
- All parties feel that their needs have been met, with everybody still belonging to the community and with positive relationships being able to continue.
- Everybody is empowered.

MOBILE PHONES

MENTAL HEALTH

The Academy day is becoming “mobile-free” for several reasons. The most important one being the mental health of students. What is becoming evident is the worrying attachment that many students have to their mobile phones. We are seeing an increase in students trying to access their phones during lessons (not for learning), using their phones at break and lunch times, instead of speaking to each other and an increase in defiant behaviour around handing their phones in when they are challenged.

Mobile phone addiction is a very real problem that is particularly growing in the teenage population as growing brains are more susceptible to the dangers. Mobile phones are designed, by nature, to be addictive and it is widely recognised now that they cause the following behaviours:

- Sleep deficit.
- Poor concentration.
- Lower creativity.
- Anxiety.
- Reduced ability to learn.
- Loneliness.
- Poor relationships.
- Lower achievement in school.
- Other psychological disorders, in line with substance use disorders.

SAFEGUARDING

As mobile phone use has increased, so have some very real threats to young people. We are seeing an increase in teenagers who are being targeted by people who would want to exploit them in many different ways. Many students do not always see this as a danger leading to them potentially putting themselves in harmful situations.

As the use of mobile phones increases the reports of cyberbullying, reports of anxiety and requests for indecent images, proportionally increases also. Where students are constantly attached to their mobile phones, we are finding group chats which are seen as “banter” but in fact often contain, racist, homophobic and sexist bullying that is not being challenged and becoming increasingly accepted as “normal”, by the students. The Department of Education states that, *‘it is essential that students are safeguarded from potentially harmful and inappropriate online material’*. The Academy uses filters to make sure students cannot access harmful material on school computers, however, students using mobile phones may be exposed to potentially harmful material without the school being able to protect them or intervene.

SOCIAL DEVELOPMENT

We want students to develop socially, as well as academically. By asking students to have their mobile phones turned off and, in their bags, we will encourage them to talk to each other and to take advantage of the activities the Academy offers during social time.



PARENTPAY

The Gateway Academy operates a cashless payment system called ParentPay, which will enable you to top-up students' cashless cards for school meals, pay for uniform items and make contributions for trips.

Payments can be made in one of two ways: firstly, using online Credit or Debit Cards; or through a PayPoint Card. ParentPay offers you the freedom to make payments whenever and wherever you like, safe in the knowledge that the technology used has the highest internet security available.

You will be issued with a secure online account, which can be accessed with a unique user ID and password. You can change this to something you will easily remember. At the Academy we would encourage all our parents/carers to use this safe and secure online facility.

ParentPay can now be paid through PayPoint cards. These can be issued at the Academy, allowing you to top up using cash or cheque and the balance is loaded to your ParentPay account. All information with regards to your account will be sent to you, the first week in the new academic year.

If you have any questions in relation to ParentPay, please do not hesitate to contact our Finance Team, here at the Academy.

COMMUNICATION BETWEEN THE ACADEMY AND PARENTS/CARERS

As part of our partnership, we aim to keep parents/carers informed at all stages of their child's school career about progress, achievements and if necessary, problems. Each year group has one Parents' Evening a year (for parents/carers to meet all of their child's subject teachers). Year 11 have two Parents Evenings. Parents/carers will receive a report each term on their child's progress. There is also an internal system of review meetings that ensures every student has their progress checked. This is followed by individual programmes for students.

Concerns that fall outside of this schedule can always be pursued, at any other time, by contacting the Academy. These enquiries will initially be dealt with by the child's Tutor or Progress Leader.

INFORMATION AVAILABLE TO PARENTS/CARERS

Under the Education Act regulations, the following documents [and all policies] are available to view via the GLC website at www.theglc.org.uk

- The GLC's Curriculum Aims and Policy.
- The Academy's Pupil Premium Statement.
- Sex Education Policy statement.
- The GLC's Complaints Procedures.
- The GLC Behaviour Policy.

The following publications are distributed to parents/carers at appropriate times:

- Academy Brochure and Prospectus.
- Welcome to The Academy – a booklet for new intake students.
- Year 9 to Year 11 Course Booklet - details and deadlines for Years 9, 10 and 11.
- Academy Calendar.
- Awards Ceremony booklet – listing student achievements.
- Public examination results and analysis.
- Year 11 destinations information.

THE PARENT / ACADEMY PARTNERSHIP

THE ROLE OF PARENTS / CARERS

It is our belief at the Academy that the most important influence on the education of a young person is what has been instilled from parents/carers. The Academy will never take the place of the home but it will work with parents/carers in a partnership that will influence the quality of their child's education. This means that the Academy has a duty to provide a professional service and parents/carers have a duty to support the standards and Code of Conduct of the Academy. It is vital that all children receive a high-quality education.

All parents/carers are required to read and accept The Gateway Learning Community's [GLC] Home/School Contract. Please note that by sending your child to a GLC school you have agreed to adhere by this Contract [please see the Appendix at the end of this document].

To support effective learning parents/carers should:

- Ensure their child adheres to The GLC Student Code of Conduct.
- Attend parents' evenings.
- Monitor the completion of homework.
- Read regularly with their children.
- Communicate with the Academy if concerns exist.
- Support the Academy's Rewards and Sanctions Policy.
- Ensure their children are properly equipped for the Academy.
- Ensure their children wear the correct Academy uniform.
- Play an active role in their child's education.

COMPLAINTS PROCEDURE

If you have a complaint about any aspect of the Academy, there is a formal procedure laid down by The Gateway Learning Community's Board of Directors. Details of this formal procedure are available from the Academy or alternatively details are on our GLC Website. It would be expected, however, that the complaint would first be taken up with the Head of School and the formal procedure used only in the event that the Head of School is unable to resolve the concern.

We have always taken pride in the provision of a high quality and responsive service at the Academy. If you are worried about any issues relating to your child, please contact us in order that we can discuss and try to resolve the situation.



IMPROVING UPON OUR BEST

APPENDIX 1

THE GATEWAY LEARNING COMMUNITY HOME / ACADEMY CONTRACT

All members of the Gateway Learning Community: staff, parents and students will commit to working together to achieve the following mission: *The GLC mission is to offer everyone opportunities to develop as high achieving, resilient, healthy, aspirational, caring and fulfilled members of society.*

The Gateway Learning Community Academies will do everything to ensure that:

- Positive relationships are promoted at all levels to reduce any barriers to learning;
- Teaching is of the quality that leads to outstanding progress for all students;
- The curriculum will be inspiring, meaningful, challenging and relevant, helping all students to develop aspiration, achieve their potential and prepare them for later life;
- A range of partners are engaged to provide a wide range of services and opportunities to students and their families.

We will:

- Care for your child's well-being, support them to learn and provide opportunities for them to experience spiritual, moral, social and cultural growth;
- Robustly monitor your child's attendance and put actions in place if any concerns are raised;
- Inform you of any concerns we have related to your child's well-being, learning or behaviour and ensure that you are aware of your child's assessment weeks, events and key dates throughout the academic year;
- Have the highest expectations of your child.

Parents will do everything to ensure that:

- Their child attends their GLC Academy every day; on time; in the correct uniform and with the correct equipment;
- Their child does not bring fizzy/power drinks [including Lucozade] to their GLC Academy;
- Any packed lunch provided is nutritionally balanced and appropriate;
- Their child attends Additional Learning Periods [ALPs] and Extended Progress Periods [EPPs] to catch-up their learning as necessary;
- They fully support all of the GLC Policies including the GLC Student Values;
- Their child has a suitable place at home, to complete homework;
- They attend their GLC Academy for their child's Parents' Evening;
- They take responsibility and pay for damage and breakages resulting from their child's actions;
- They do not phone or text their child during lessons; in emergency situations contact their GLC Academy reception;
- They will play an active role in promoting their GLC Academy's strengths and use the correct procedures to raise any concerns with regard to their child's education. Parents should not use social media as an outlet to damage the reputation of their GLC Academy.

Students will:

- Work at all times to 'improve upon their best' and help others to do the same;
- Read regularly, take pride in their work and practice their maths;
- Attend same-day ALP's and EPP's; when arranged to support their progress;
- Complete all homework to the best of their ability and on time;
- Wear their uniform correctly, with pride and ensure they bring the correct equipment to their Academy every day;
- Attend their GLC Academy every day and on time;
- Adhere to the GLC's Student Values;
- Work with their GLC Academy to eradicate all bullying, including cyber bullying;
- Use their laptops appropriately and when in lessons as directed by their teachers;
- Mobile phones are **not** to be used throughout the Academy day.

APPENDIX 2

INTERNET PERMISSION FORM

As part of the GLC's IT programme we offer students supervised access to the Internet. To be sure that all parents/carers are aware of this, all students and parents/carers must sign the Agreement section of the Admissions Meeting Form as evidence of your approval and their acceptance of the Academy's rules on this matter.

Access to the Internet will enable students to explore thousands of libraries and databases while exchanging messages with other internet users throughout the world. Parents/carers should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

We have a filtered service that protects students from most offensive material. We are also able to block sites at a school level that we feel are inappropriate for our students.

While our aim for Internet use is to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages but ultimately, parents/carers of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Academy supports and respects each family's right to decide whether or not to allow their child access.

We closely monitor both email and internet access and will randomly sample students' communications, including email that they send or receive.

During school, teachers will guide students toward appropriate materials. Outside of school, parents/carers bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

We would be grateful if you could read the guidance notes below. Students will not be allowed access to email or the Internet until the Agreement section of the Admissions Meeting Form has been signed by both student and parent/carer.

STUDENT GUIDELINES FOR INTERNET USE

General:

Students are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General Gateway Academy rules apply.

The Internet is provided for students to conduct research and communication with others. Parents/carers permission is required. Remember that access is a privilege, not a right and that access requires responsibility.

Individual users of the Internet are responsible for their behaviour and communications over the network. It is presumed that users will comply with Academy standards and will honour the agreements they have signed.

APPENDIX 2 CONTINUED

Computer storage areas and USB memory sticks and external hard drives will be treated like school lockers. Staff may review files and communications to ensure that users are using the system responsibly. Users should not expect that files stored on servers or disks would always be private.

The following are not permitted:

1. Sending or displaying offensive messages or pictures.
2. Using obscene language.
3. Harassing, insulting or attacking others.
4. Damaging computers, computer systems or computer networks.
5. Violating copyright laws.
6. Using others passwords.
7. Trespassing in others folders, work or files.
8. Intentionally wasting limited resources.

Sanctions

1. Violations of the above rules will result in a temporary or permanent ban on Internet use.
2. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
3. When applicable, police or local authorities may be involved.

INTERNET PARENT/CARER PERMISSION

Parent/Carer

As the parent/carers or legal guardian I grant permission for my son or daughter to use electronic mail and the Internet. I understand that students will be held accountable for their own actions. I also understand that some materials on the Internet may be objectionable and I accept responsibility for setting standards for my child to follow when selecting, sharing and exploring information and media and understand that the Local Authority maintains a filtered access to The Gateway Academy network.

Student

As a Gateway Academy user of the Internet, I agree to comply with the Academy rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me by The Gateway Academy.

APPENDIX 3

GLC PRIVACY NOTICE (STUDENT, PARENT & CARER) GDPR COMPLIANT

HOW THE GLC LIMITS THE USE OF PERSONAL INFORMATION

Where necessary, the GLC processes personal data to deliver education effectively but wherever possible, the data that we process will be anonymized or de-personalised. This means the information can no longer identify a person.

When using personal data for research purposes, the data will be anonymized to avoid the identification of a person, unless you have agreed that your personal information can be used for a research project.

The GLC does not sell personal data to any other organisation for the purposes of selling products.

YOUR PRIVACY RIGHTS

The law provides you with a number of rights to control the processing of your, or your child's personal information:

ACCESSING THE INFORMATION WE HOLD ABOUT YOU:

You have the right to ask for all the information we have about you. When the GLC receives a request from you in writing, we must give you access to everything we have recorded about you or your child. However, the GLC will not let you see any parts of your record which contain:

- Confidential information about other people; or
- Data that an information professional thinks will cause serious harm to your or someone else's physical or mental wellbeing; or
- If we think that the prevention or detection of crime may be adversely affected by disclosing data to you.

This applies to paper and electronic records. If you ask us, we will also let others see your record [except if one of the points above applies]. If you cannot ask for your records in writing, we will make sure there are other ways you can apply. If you have any queries regarding access to your information please contact the PA to the CEO katie.creighton@theglc.org.uk or 01375 489000.

CHANGING INFORMATION YOU BELIEVE TO BE INACCURATE

You should let your GLC Academy know if you disagree with something written on your file. We may not always be able to change or remove the information; however, we will correct factual inaccuracies and may include your comments in the records. Please use the contact details above to report inaccurate information.

ASKING FOR YOUR INFORMATION TO BE DELETED (RIGHT TO BE FORGOTTEN)

In some circumstances you can request the erasure of the personal information used by the GLC, for example:

- Where the personal information is no longer needed for the purpose for which it was collected.
- Where you have withdrawn your consent to the use of your information [where there is no other legal basis for the processing].
- Where there is no legal basis for the use of your information; or where erasure is a legal obligation.

Where personal information has been shared with others, the GLC will make every reasonable effort to ensure those using your personal information comply with your request for erasure.

APPENDIX 3 CONTINUED

Please note that the right to erasure does not extend to using your personal information where:

- It is required by law.
- It is used for exercising the right of freedom of expression.
- It is in the public interest in the area of public health.
- It is for archiving purposes in the public interest, scientific or historical research purposes, or statistical purposes where it would seriously affect the achievement of the objectives of the processing.
- It is necessary for the establishment, defence or exercise of legal claims.

RESTRICTING WHAT YOUR INFORMATION IS USED FOR

You have the right to ask the GLC to restrict what we use your personal data for where one of the following applies:

- You have identified inaccurate information and have notified us of this.
- Where using your information is unlawful and you wish us to restrict rather than erase the information.
- Where you have objected to us using the information and the legal reason for us using your information has not yet been provided to you.

When information is restricted it cannot be used other than to securely store the data and with your consent, to handle legal claims, protect others, or where it is for important public interests of the UK.

Where restriction of use has been granted, the GLC will inform you before the use of your personal information is resumed.

You have the right to request that the GLC stop using your personal information for some services, however, if this request is approved this may cause delays or prevent us delivering a service to you or your child. Where possible we will seek to comply with your request but we may need to hold or use information in connection with one or more of the GLC's legal functions.

COMPUTER BASED DECISIONS ABOUT YOU AND IF YOU ARE 'PROFILED'

You have the right to object about decisions being made about you by automated means [by a computer and not a human being] unless it is required for any contract you have entered into, required by law or you have consented to it. You also have the right to object if you are being 'profiled'. Profiling is where decisions are made about you based on certain things in your personal information. If and when the GLC uses your personal information to profile you, you will be informed.

If you have concerns regarding automated decision making or profiling, please contact the Data Protection Officer who will be able to advise you about how your information is being used.

WHO WILL WE SHARE YOUR PERSONAL INFORMATION WITH?

The GLC use a range of companies and partners to either store personal information or to manage it for us. Where we have these arrangements there is always a contract, memorandum of understanding or information sharing protocol in place to ensure that the organisation complies with data protection law. We complete privacy impact assessments before we share personal information to ensure their compliance with the law.

Sometimes the GLC has a legal duty to provide information about people to other organisations, e.g. Child Protection concerns or Court Orders.

We may also share your personal information when we feel there is a good reason that is more important than protecting your confidentiality. This does not happen often, but we may share your information:

- To find and stop crime or fraud.
- If there are serious risks to the public, our staff or to other professionals.
- To protect a child.

APPENDIX 3 CONTINUED

The law does not allow the GLC to share your information without your permission, unless there is proof that someone is at risk or it is required by law.

This risk must be serious before we can go against your right to confidentiality. When we are worried about physical safety or we feel that we need to take action to protect someone from being harmed in other ways, we will discuss this with you and if possible, get your permission to tell others about your situation.

We may still share your information if we believe the risk to others is serious enough to do so.

There may also be rare occasions when the risk to others is so great that we need to share information straight away. If this is the case, we will make sure that we record what information we share and our reasons for doing so. We will let you know what we have done and why, as soon as we think it is safe to do so.

HOW DO WE PROTECT YOUR INFORMATION?

The GLC will do what it can to make sure we hold personal records [on paper and electronically] in a secure way and we will only make them available to those who have a right to see them. Our security includes:

- Encryption allows information to be hidden so that it cannot be read without special knowledge [such as a password]. This is done with a secret code or cypher. The hidden information is said to be encrypted.
- Pseudonymisation allows us to hide parts of your personal information from view so only we can see it. This means that someone outside of ECC could work on your information for us without ever knowing it was yours.
- Controlling access to GLC systems and networks allows us to stop people who are not allowed to view your personal information from getting access to it.
- Training for GLC staff allows us to make them aware of how to handle information and how and when to report when something goes wrong.
- Ways for us to access your information should something go wrong and our systems do not work, including how we manage your information in event of an emergency or disaster.
- Regular testing of our technology and processes, including keeping up to date on the latest security updates [commonly called patches].

View our Policy on information security at www.theglc.org.uk - Key Policies.

IF THE INFORMATION LEAVES THE COUNTRY

Sometimes, for example where we receive a request to transfer GLC records to a new organisation, it is necessary to send that information outside of the UK. In such circumstances additional protection will be applied to that data during its transfer and where the receiving country does not have an adequacy decision from the European Commission, advice will be sought from the Information Commissioners Office prior to the data being sent.

HOW LONG DO WE KEEP YOUR PERSONAL INFORMATION?

For each reason why we use your personal information there is often a legal reason for why we need to keep it for a period of time. We try to capture all of these and detail them in what's called a 'retention schedule'. This schedule lists for each service how long your information may be kept for.

You can view the GLC Document Retention Policy at www.theglc.org.uk.

WHERE CAN I GET ADVICE

You can contact our Data Protection Officer at DPO@essex.gov.uk or by calling 03330 322 970.

For independent advice about data protection, privacy and data sharing issues, you can contact the Information Commissioner's Office (ICO) at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF.

Tel: 0303 123 1113 (local rate) or 01625 545 745 if you prefer to use a national rate number.

Alternatively, visit ico.org.uk or email casework@ico.org.uk.

APPENDIX 4

PARTICIPATION IN REGULAR ACTIVITIES

Many subject staff have identified and use local visits to enhance teaching and learning and give real meaning to the taught curriculum. This engages students more in the lessons and provides a deeper understanding of the subject when the relevance of the subject matter can be seen first-hand.

Unfortunately, much time and energy is expended in staff having to chase up permission slips and some students miss out on opportunities due to administrative difficulties. In order to simplify the procedures for arranging permission for some visits, I am asking you to provide your permission for your child to attend all curriculum related local visits whilst they attend The Gateway Academy.

We have designated the type of visits to be covered by this permission as “curriculum related, local low risk day visits, arranged within the Thurrock Council or Essex County Council areas, for a period no longer than eight hours.” This is in accordance with the Thurrock Council, Education Department, Health & Safety No. 28, Safe Practice on Educational Visits, Section 5, Para. 5.1. Curriculum visits are not charged for but the Gateway Academy may ask for a voluntary parental contribution.

Giving permission for your child to attend these visits will not affect the thoroughness of the visit preparation process that staff must carry out prior to a visit. Risk assessments will still be required to be completed and safety procedures put in place.

As a matter of good practice and courtesy, the teacher in charge of the visit will still inform you that the visit is taking place, either by a letter given to your child, by a telephone call, or by messaging service, this information will include details of the visit. On your part you should provide an emergency contact number if the visit is likely to run outside normal school hours.

Please note that your permission for participation in regular activities will remain in force whilst your child remains at the GLC. Once in force, should you wish to withdraw your permission for any or all activities you will need to do so in writing. Please be aware that withdrawal of your permission will then result in your child being excluded from all regular/local visits.

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GLC Gateway Academy

All Different: All Equal: Together, Improving Upon Our Best

Marshfoot Road
Tilbury / Chadwell-St-Mary
Essex RM16 4LU

Tel 01375 489000
info@theglc.org.uk

www.theglc.org.uk