GLC Lansdowne Primary Academy

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

PROSPECTUS

FOR ADMISSION IN SEPTEMBER 2026



IMPROVING UPON OUR BEST

www.theglc-lansdowne.org.uk

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

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'The curriculum is enriched by many exciting opportunities to participate in events.'
- Ofsted 2022

Welcome from the Head of School



A warm welcome to Lansdowne Primary Academy, where we pride ourselves on being ambitious for all pupils and our community, supporting all to achieve our Trust mission of 'developing active and thriving citizens, in a diverse, truly fair and equal community.' At Lansdowne, we celebrate a diverse workforce and community and take great pride in being a place where every individual, regardless of background, culture, or ability, feels valued, respected and supported to 'improve upon their best.'

I want to highlight our strong commitment to developing the whole child—fostering not only academic excellence but also nurturing the diverse talents, skills, and qualities that contribute to a well-rounded individual. Our focus is on providing pupils with opportunities to grow in many areas—whether it's through participating in sports, competing in spelling bees, showcasing creativity in dance, or developing leadership skills through school competitions. These activities play a crucial role in helping our pupils to build confidence, responsibility, resilience and teamwork, while also developing their passion and curiosity for a wide range of interests.

We believe in providing an engaging and experiential curriculum that goes beyond the classroom and are passionate about creating rich, hands-on learning experiences that allow pupils to connect with the world around them. Our curriculum is designed to inspire curiosity and ignite a love of learning through a wide range of engaging activities, including trips, visits, and real-world experiences. We are committed to offering pupils opportunities to explore, discover, and learn in new and exciting ways. Whether it's visiting historical sites, engaging with experts in the field, or experiencing nature first-hand, we believe that these experiences play a vital role in deepening understanding and creating lasting memories.

We believe in using the best available research and evidence to guide our teaching practices, ensuring that our methods are not only effective, but also tailored to meet the diverse needs of our learners. By drawing on the latest educational research and proven strategies, our teachers create engaging, impactful lessons that foster critical thinking, creativity, communication and curiosity - this prepares pupils for the next stage of their education and future lives.

We are delighted to invite you to come and explore our academy to see our dedicated staff in action, our engaging curriculum come to life, and the sense of community that makes our school truly special. We believe that every child deserves a positive, inspiring, and nurturing environment where they can grow both academically and personally.

We pride ourselves on working in partnership with parents and carers to ensure the best possible outcomes for all pupils - please do not hesitate to make contact with us via our support email address: support4u-lpa@theglc.org.uk.

We look forward to welcoming you and your family to Lansdowne Primary Academy.

Kind regards

Dan George

A Message from the GLC CEO



My name is Viki Reid. As CEO, it is my great pleasure and privilege to welcome you to The Gateway Learning Community [The GLC]. It is our aim to work together to continually improve upon our best. We put children first, nurture talent and value our strong partnerships with parents and our community.

We believe that it is our responsibility not only to improve education but to play a part in the continued transformation of our community by bringing to life our values of aspiration, responsibility, resilience, and compassion.

The GLC [one secondary academy and four primary academies] was formed in 2012. All the academies in our family are at least Good with Outstanding judgements in some areas. It really does feel like a family as many of our colleagues have been here in one or another of our academies for many years. People stay here because they feel that they belong and can make a difference.

Experts from across our academies, our central team and through partnerships beyond our trust, work together with a shared vision to creatively find ways to overcome barriers, celebrate success, improve upon our best and respond positively to challenges.

Each of our academies has its own unique character but there are also many similarities which is reflected in our 'All Different: All Equal' motto and underpins everything we do. We celebrate diversity in its widest sense, empowering staff, students and their families to make positive contributions to our community.

The most important thing for all of us is to make sure that the provision for children is as good as it can possibly be. Our academies strive to deliver great outcomes both academically and by educating the whole child. We have high expectations and work collaboratively to ensure that our children can aspire to be anything they want to be."

Viki Reid

Our Mission Statement

The GLC's 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 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 well-being 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.

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.

Equalities Objectives:
To achieve this, our equality objectives include the following:

- To tackle all types and aspects of prejudice;
- To provide equal access to all aspects of the GLC's educational provision be it in, or outside the classroom;
- To narrow any attainment gaps between groups of pupils [particularly disadvantaged pupils];
- To allow equal access to information to all parents;
- To ensure each GLC Academy is accessible as possible to all pupils staff and visitors;
- To promote all young people's social, moral, cultural and spiritual development through a rich range of experiences.

Academy Information

GLC Chief Executive Officer:	Viki Reid
Head of School:	Dan George
Chair of Governors:	Jamie Jardine
Chair of the Board of Directors:	Lynda Pritchard
Status and Character:	Co-Educational Academy for Pupils Aged 3-11
Number of pupils intended to admit in September 2026:	90
Nursery - Year 6:	90 per year group
Address:	Lansdowne Road Tilbury Essex RM18 7QB
Tel:	[01375] 487200
Email:	admin.lansdowne@theglc.org.uk
Website:	www.theglc-lansdowne.org.uk

Child Protection: Key Contacts

Designated Safeguarding Lead
Name: Dan Burnett - Deputy Head of School
Tel: 01375 487200
Email: cp-lansdowne@theglc.org.uk

Designated Safeguarding Deputy
Name: Anna Sparrow - Inclusion Manager
Tel: 01375 487200
Email: cp-lansdowne@theglc.org.uk

Designated Safeguarding Deputy
Name: Nicola Spindler - Deputy Head of School
Tel: 01375 487200
Email: cp-lansdowne@theglc.org.uk

Nominated Governors for Child Protection.
Name: Lynda Prichard/Alison Taylor
Email: cp-lansdowne@theglc.org.uk

Our safeguarding and child protection policy can be viewed on our website:
www.theglc.org.uk > Key Information > Policies and Procedures

Key Contacts Within the Local Authority
The Thurrock Multi-Agency Support Hub [MASH] is available for advice on any Child Protection matter:
01375 652802 [Out of hours 01375 372468]

The Initial Response Team [IRT] is available for advice and consultation on Child Protection matters:
01375 652802/ 01375 652634

Thurrock LSCB: 01375 653813

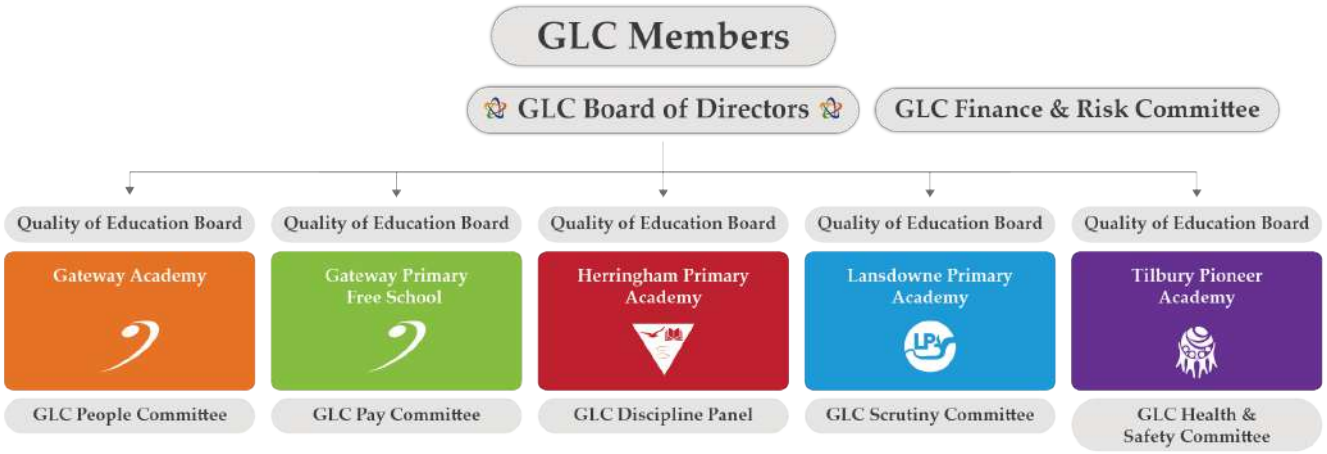
Thurrock LADO:
Name: Carole Fuller
Tel: 01375 652921
Email: lado@thurrock.gov.uk

The Ormiston Trust

The Ormiston Trust is a national charity that works to improve the life chances of young people and their families. The Trust works in partnership with The GLC, providing support and advice and through its membership of The GLC's Board of Directors. Since it began in 1969 Ormiston Trust has founded a further four more organisations: Ormiston Families, Ormiston Academies Trust, The Gateway Learning Community and Birmingham Ormiston Academy.

The GLC Governance Structure

The governance structure, outlined below, has been established to support the strategic development of the Gateway Learning Community and to ensure that all students and pupils receive their entitlement to the best possible education.



OUR GLC CORE 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.'



Term Dates: Academic Year 2026 - 2027

September 2026						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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28	29	30				

October 2026						
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November 2026						
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23	24	25	26	27	28	29
30						

December 2026						
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21	22	23	24	25	26	27
28	29	30	31			

January 2027						
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2027						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2027						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2027						
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19	20	21	22	23	24	25
26	27	28	29	30		

May 2027						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2027						
M	T	W	T	F	S	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2027						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2027						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Schooldays and Weekends

School Holidays

Bank Holidays

Training Days

Autumn Term: Monday 1 September 2026 – Friday 18 December 2026
Half Term: Monday 19 October 2026 – Friday 30 October 2026

Spring Term: Monday 4 January 2027 – Thursday 25 March 2027
Half Term Monday 15 February 2027 – Friday 19 February 2027

Summer Term: Monday 12 April 2027 – Friday 23 July 2027
Half Term: Monday 31 May 2027 – Friday 4 June 2027

Training Days
Monday 1 September 2026
Tuesday 2 September 2026
Monday 4 January 2027
Thursday 22 July 2027
Friday 23 July 2027



'Many pupils relish opportunities to take on responsibility in school, be it through the school council or as an eco-warrior. They like the range of after-school clubs they can attend, such as arts and crafts, boxing and golf.'
Ofsted 2022

The Academy Day

All children are expected to be in their classroom by 8.30am when the register is taken. The school gates will be open at 8.20am, parents are expected to drop their children off promptly. Whilst we encourage an open door approach, please understand that this is a particularly busy time for teachers, who are not able to discuss anything at length. If you wish to speak to a teacher please make an appointment.

Children are encouraged to complete morning activities before the formal lesson begins at 8.30am. If your child arrives at school after 8.30am they will need to report to the school office.

The school day finishes at 3pm for Reception to Year 4 and 3:15pm for Year 5 and Year 6. The gates will be opened at 2.55pm. Please be patient whilst the teacher is getting the class ready to go home.

We teach the children that they should only go home with the adult they expect to see and not anyone else. The class teachers will ensure that each child is going home with the expected adult. There is a 'collection sheet' in the admission booklet which asks for details of the adults permitted to collect children which must be completed and returned. In exceptional circumstances where alternative arrangements need to be made, please contact the school office or send a direct message on Class Dojo to your child's teacher.

If, in emergencies, it is unavoidable for you to pick up your child on time you must let us know as soon as possible. There are no staff available to supervise children after school hours.

Children in Year 5 and 6 may be granted permission to travel to and from school unaccompanied by an adult upon written request from parents.

Breakfast Club

Lansdowne Primary Academy has been accepted onto the Department for Education's (DfE) free breakfast club initiative. This is a wonderful opportunity for our school community.

Breakfast Club Timings and Costs
The club will be open from 7:30am to 8:20am. The pricing structures:

Arrival Time	Pupil Premium Pupils	Non-Pupil Premium Pupils
7:30am – 7:50am	£1.50 per session	£3.00 per session
7:50am – 8:20am	FREE [DfE Funded]	FREE [DfE Funded]

The free provision [7:50am – 8:20 am] is available to all pupils from Reception to Year 6.

Booking and Capacity
To ensure the safety and high-quality care of our pupils, we have set the following capacity limits:
- Total Capacity: 150 pupils (excluding those attending ALPs).
- Free Spaces: The number of free spaces starting at 7:50 am will initially be capped at 100.

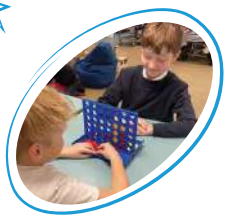
How to book:
- Free spaces must be booked via ParentPay: www.parentpay.com
- Paid spaces must be paid via ParentPay: www.parentpay.com
- Commitment: If you book a free space from 8:00am, you are securing that place for every day of the half-term.
- Deadlines: Parents must re-book spaces for the following half-term by the Wednesday of the final week of each half-term.

BREAKFAST CLUB

THE BENEFITS OF BREAKFAST CLUB

School breakfast clubs are known to improve attendance, punctuality, concentration, behaviour, and educational attainment. At Breakfast Club, children have the opportunity to have fun and learn with their peers and have a nutritious breakfast to start their day successfully.

Missing breakfast can affect energy levels, concentration, and a child's ability to sit in a classroom and learn. Our Breakfast Club provides this vital meal for children in a safe and stimulating environment.





WHAT'S ON THE MENU?

We provide a range of healthy food options for breakfast. These include:

- Cereals
- Toast
- Variety of jams
- Beans on toast
- Juices
- Fruits

Our pupils serve themselves which is a great opportunity to develop independence and basic skills alongside their peers.







ACTIVITIES

Children are also able to join in with some of the fun activities on offer at our Breakfast Club. These include:

- Puzzles
- Games
- Reading
- Laptops
- Homework Support
- Dance
- Yoga

Our pupils have the opportunity to develop their social skills and extend their learning alongside peers and with the support of our breakfast monitors.







After School Clubs

Lansdowne Primary Academy have a variety of after school clubs available to our children. We provide targeted support by invitation, as well as recreational and sports orientated activities. The club timetable is revised termly and you will be advised if your child has been allocated a space. Outstanding behaviour is an expectation in all clubs. Some clubs are run by external providers. Once again, it is important that we have a current mobile phone number to contact you should a club be cancelled. Occasionally your child may bring home literature regarding external organisations. These are not necessarily recommended by us, but we hope that you will find them useful.

Visit Extra Curricular Activities to view the current extra curricular clubs available this half term.

Sign up to MagicBooking

Parent Link: https://lansdowne.magicbooking.co.uk

Access Your School's Portal

MagicBooking is "white-labeled," meaning every school or club provider has its own unique web address.

- Click the link: lansdowneprimaryacademy.magicbooking.co.uk
- Login: Use your registered email. If it's your first time, you'll likely need to click "Forgotten Password" to set up your credentials.

For more information on how to book extra-curricular clubs, visit: https://www.theglc-lansdowne.org.uk/page/?title=Extra+Curricular+Activities&pid=30



Academy Uniform

It is The Gateway Learning Community's policy that children must wear school uniform when attending school, or when participating in school organised events inside normal school hours.

The uniform policy is based on the notion that uniform:

1. promotes a sense of pride in the Academy
2. is practical, smart, attainable and affordable
3. identifies the children with their Academy
4. avoids pressure on children to 'follow the latest fashion'
5. helps children feel equal to their peers in terms of appearance
6. promotes a sense of community and belonging towards the Academy

To order uniform:
Visit Uniformwise Schoolwear
Address: 38-40 High Street, Stanford Le Hope, Essex, SS17 0HQ
Telephone: 01375 644 744 Email: hello@uniformwise.com
Website: https://uniformwise.co.uk/collections/landsdowne-primary-academy

Visit Uniforms by Niki
Address: Uniforms by Niki, Walton Hall Farm, Walton Hall Road, Linford, SS17 0RH
Telephone: 07925 476600
Email: info@uniformsbyniki.com
Website: uniformsbyniki.com/collections/lansdowne-primary-academy

To view the details for Unicycle, the uniform recycle project: uniformsbyniki.com/pages/unicycle-project

Unless otherwise directed, all young people should attend school with uniform selected from the prescribed list as follows:

Uniform
- White polo top
- Blue school sweatshirt/cardigan [LPA logo]
- Grey trousers
- Grey Shorts
- Grey skirt, pinafore or blue gingham dress
- Plain black socks
- Plain grey tights
- All children need to have a school reading book bag



PE Kit
Indoor PE Uniform
- Blue polo shirt [with LPA logo]
- Blue shorts [with LPA logo]
- Black trainers or plimsolls [all black, including logos and soles]

Outdoor PE Uniform
- Blue jogging bottoms [with LPA logo]
- Black crew neck sweatshirt [with LPA logo]
- Black trainers or plimsolls [all black, including logos and soles]

GLC Approved Shoe Style

The GLC expects young people in all its academies to wear conventional shoes. Shoes must be leather or leather substitute with no obvious branding.
All black trainers are also acceptable for school wear [black sole and no visible logo]. Largely branded trainers, those that are not all black, sock-style trainers or footwear such as Converse are not
permitted. Trainers for PE must also be all black.
The guidance below indicates what is acceptable and what is not. If in any doubt, please talk to a member of staff.

SUITABLE

Examples of the type of school shoes that are appropriate:



UNSUITABLE

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



Canvas shoes



Non-sensible shoes



Branded shoes



Please Note:

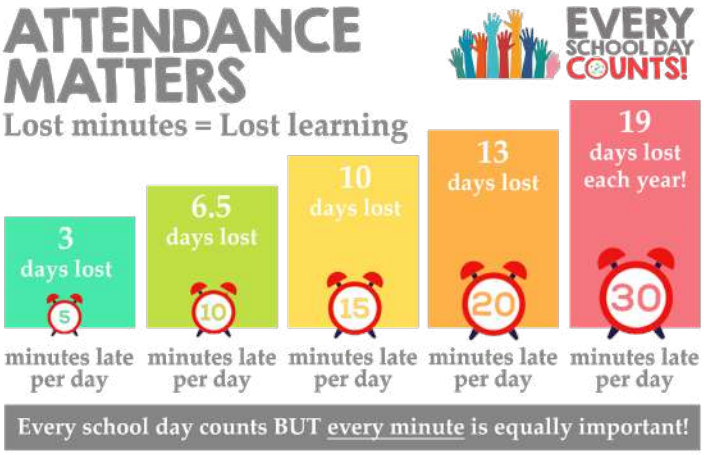
- All pupils should attend school each day with a book bag with academy logo
- On the day that your child has PE, they should attend school already dressed in their PE kit. Children are encouraged to do most of their indoor PE in bare feet with plimsolls or trainers for outdoor use. All clothing should be clearly labelled with the name and class. If children do not have kit they should be provided with a spare kit from the inclusion room and a letter must be sent home
- Pupils are not allowed to wear any make-up
- No jewellery, other than a wristwatch and stud earrings in each ear lobe, is allowed. No facial piercing is allowed at the school. On the days that your child has PE, earrings should be removed.
- We do not allow 'extreme' hairstyles: this includes tram-lines; unnatural hair colours or a shaved head less than a 'number 2'. Please ask us if you are not sure as pupils will be sent home
- All hair accessories must be in the Academy colours. Hair bows must be no larger than 10cm in length


Lansdowne
Primary Academy
SCRAP
BASS

Attendance

Regular attendance is an important part of giving children the best possible start in life. The aim should be to attend school 100% of the time. Children and young people who miss sessions at their school can frequently fall behind with their work, do less well in exams and find it difficult to form relationships with their peers. In addition to the benefits of regular attendance upon attainment, the impact upon the longer-term benefits for children and young people means they can make a positive contribution within the community and have economic well-being.

Schools are the place where children learn, where they make friends, find things they are passionate about and talented at. A place that is safe, with adults around them who care about their lives, provides routine, structure and discipline. Education is not purely about academic success and attainment, it is about learning about the world, relationships, ourselves and trying new things, making new friends, and finding our place in the world. To miss education is to miss the many experiences that shape the choices we make, the opportunities we have and the quality of life we lead.



Sickness and Absence

In the case of sickness, you must contact the school on 01375 487200 before 8.30am to let us know the reason. It is very important that we receive an explanation of your child's absence along with any evidence such as medical letters, otherwise it will be considered to be unauthorised and marked as unauthorised in the register. If there is no one to take your call, please leave a message, giving details of illness and estimated date of return to school.

Late arrivals and late leavers are always logged in a record at our school. Parents who persistently send their children to school late or who are late collecting their children from school or clubs will be investigated by the attendance team. Late collection of children may incur a fine.

Medicine in the Academy

If your child requires prescribed medicine, arrangements can be made for the administration of their prescribed Medicine which needs to be clearly labelled with a prescription label and in the original packaging . You will be asked to come into the Academy to complete and sign a 'care plan' for your child. You are responsible for being aware of expiry dates of medicines and replacing them when necessary. This is not the responsibility of the Academy staff.

Academy Meals

To view our lunch menu, please visit **https://www.theglc-lansdowne.org.uk > Parents > Lunch Menu**
School meals are £2.50 per day for children in Year 3 to Year 6. If your child is having a school meal you will need to pay in advance on ParentPay, we do not accept cash. If you have not activated your ParentPay account please refer to your private message on Class Dojo.

Free School Meals

If your child is in Reception, Year 1 or Year 2 you do not have to pay for your child's school meal as you qualify for the Universal Infant Free School Meal. However, it is essential that you still apply for free school meals if you think you may be entitled, as it opens up other free activities for your child.

Your child may be eligible for free school meals if you receive either:
- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- Child Tax Credit – provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190
- Universal Credit – provided your total net earnings are no more than £616.67 each month
- the guaranteed element of Pension Credit
- support under Part VI of the Immigration and Asylum Act 1999

Your child must be attending a state-funded school in the Thurrock area. If your child attends a school outside of Thurrock, you must apply to the council for the area in which they attend school.

How to apply for Free School Meals

If you feel your child is entitled to Free School Meals, you must apply by completing an application form.

Please visit the site to apply: **www.thurrock.gov.uk/school-meals/free-school-meals**

If you do not have access to the internet at home, you can either visit your local library or Thurrock Council area offices.

Playtime Snacks and Drinks

All children are expected to go out at playtime unless there are circumstances preventing them from doing so.

Children in Key Stage 1 are provided with a free piece of fruit as part of 'the five a day scheme' organised by the Department for Health. Children in Reception will also receive free milk which will be funded by the school.

Children in Key Stage 2 are invited to bring in a piece of fruit or healthy snack to eat at break times.
Due to allergies, children are not premitted to bring nuts or food containing nuts to school.

All children must bring a named bottle of plain water to school every day, which they can access when they are thirsty. Drinking water is available in all the classrooms for bottle refills. We do not keep cups or glasses in classrooms, so a personal bottle is important for your child's hydration levels and brain function.

ParentPay

Lansdowne Primary Academy operates a cashless payment system called ParentPay [www.parentpay.com], which will enable you to pay online for school meals 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. We would fully recommend using this safe and secure on-line Facility. If you have any questions in relation to ParentPay, please do not hesitate to contact the school office.

Making Appointments with Academy Staff

If you wish to make an appointment to meet a member of the Senior Leadership Team, please discuss this with the office staff. If you wish to see your child's teacher, please make an appointment with them directly or ask the office staff to pass on the message. There will be opportunities during the academic terms for you to see your child's work and to discuss their progress with the class teacher. However, if you feel that there is a problem that is causing either your child or yourself concern, please discuss it with the class teacher in the first instance.

Any other concerns, please contact us at: **support4u-lpa@theglc.org.uk**



Parent Partnership

It is our belief that the most important influence on the education of young people is that from parents. The Academy will never take the place of the home, but it will work with parents in a partnership that will influence the quality of their children's education. This means that the Academy has a duty to provide a professional service and parents have a duty to support the standards and code of conduct of the Academy. It is vital that all children receive a quality education.

When your child is allocated a place at our Academy, you are invited to read and sign a copy of our Home/Academy Contract, a copy of which you will find in appendix 1 of this prospectus. It outlines your expectations of the Academy, and you and your child's promise to us as well as an outline of sanctions.

As part of our partnership, we aim to keep you informed at all stages of your child's school career about progress, achievements and, if necessary, concerns. We will hold a formal parents' evening once per year where parents will be able to speak to the teacher about their child's learning.

Throughout the year there are opportunities for parents to have greater involvement in their child's learning e.g. parent/child sessions, parent and class assemblies, participation in school surveys and invitations to attend special visitor days.

You will be invited to join us for a parent and child session, every half term, in a range of learning activities. If you are unable to attend, we encourage another adult friend or relation to come instead to develop your child's love of learning.

To support effective learning parents should:
- attend consultation evenings;
- monitor the completion of home-learning;
- read regularly with their children;
- communicate with the school if concerns exist;
- support the Behaviour and Relationships Policy;
- ensure their children are properly equipped every day;
- ensure their children wear the correct uniform at all times;
- play an active role in their child's education.

Home/School Communication

If your child is unwell at school or is badly hurt, we will contact you. However, if we are unable to contact you we will make the necessary decisions and arrangements to ensure the safety and wellbeing of your child.

It is very important that we have up-to-date landline and mobile telephone numbers for emergency contacts. If you move house or change your telephone numbers please do not forget to tell us.

The communication applications Class Dojo is widely used throughout Lansdowne Primary Academy. Class Dojo enables you to make contact with the class teacher. School events and newsletters can be viewed on the school website: **www.theglc-lansdowne.org.uk**

Emergency school closures such as snow days will be shown as an announcement on our website and a message will be sent to you via Class Dojo.

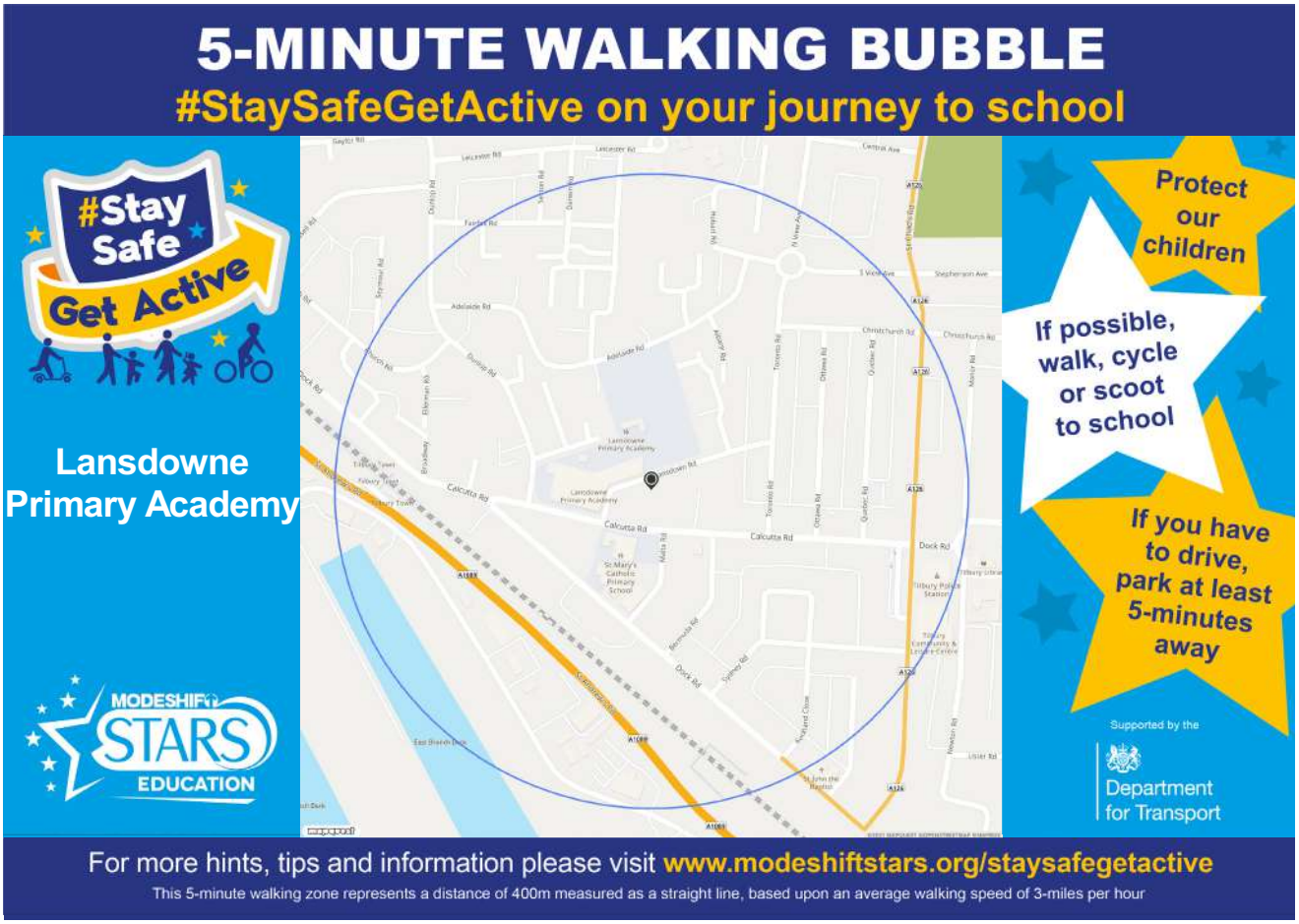
Travel Information

Lansdowne Primary Academy have been awarded the Platinum Outstanding Travel Plan.

Local Transport Link
https://www.ensignbus.com/
https://www.c2c-online.co.uk/

Highway Code Information
https://www.gov.uk/guidance/the-highway-code

Walking Bubble Map
Take a look to see if you could park and stride, hop off two stops early or walk to school within the radius of the bubble!



Upcoming Events

Upcoming events can be viewed on our website: **www.theglc-lansdowne.org.uk > News and Events > Calendar**
They are also published via Class Dojo in the event section in the newsletter.

Parking Pledge

We operate a "Parking Pledge" with the main aim of keeping our children safe.

We ask that all parents/carers:
- think if their journey could be made in an alternative way to reduce pollution first, such as walking or cycling

If a car journey is unavoidable we ask that parents/carers:
- avoid parking on Alexandra Road or Dunlop Road - Park a little further away and walk the last few minutes to help our community
- slow down around our school - 20 mph is safer for all our children
- park legally and safely away from our entrance gates, zig zag markings, railings and dropped curves
- keep off the pavements as these are for pedestrians only
- do not obstruct our neighbours driveways or park in disabled bays
- keep Junctions and crossing points clear
- behave in a polite and courteous manner with our staff, other parents and the parking patrol officers

Thank you for your continous support.



OUR GLC COMPETENCIES

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

Communication

The ability to express thoughts and feelings confidently in a range of media and forms.



Curiosity

The ability to ask questions and explore how the world works better.



Critical Thinking

The ability to generate new ideas and to apply them in practice.



Creativity

The ability to analyse information and ideas and to form reasoned arguments and judgements.





Curriculum

Our inspiring and meaningful curriculum is the key vehicle to achieving The Gateway Learning Community's mission to develop active and thriving citizens within a diverse, truly fair and equal community. The curriculum aims to reflect our community, by being ambitious, exciting and challenging for all our young people. The curriculum is underpinned by the shared values of **responsibility, aspiration, resilience and compassion**.

At the heart of our curriculum is the desire for all pupils to be able to master the skills and acquire the knowledge needed to enable them to be successful in their future. The curriculum is designed to enrich pupils' experiences, provide a context for learning, reinforce concepts, build a consistent foundation of skills, knowledge and understanding to support rapid progress and continuity within the primary phase of education. The development of capabilities other than academic skills are an important part of the curriculum which has been crafted to meet the needs of the pupils in our locality and to encourage the development of **creativity, communication, curiosity and critical thinking.**

The curriculum is organised around six themes; Who's Who?, Influential People, An Eye on London, Take One Picture, Invention and Exploration and Going Green. These themes are explored and developed in different ways in each year group. Each area of the curriculum has been considered to carefully identify the intent, implementation and impact from Early Years to Year 6 and beyond. The long-term map for each subject outlines the clear progression of knowledge, skills and understanding that is taught in each year group.

A comprehensive range of resources are used to support teachers to deliver the curriculum. Digital technologies are used to develop pupils' digital literacy and support learning across the curriculum which allows them to become alert, inspired and confident digital citizens within our community. Trips, visitors and hands-on experiences form an important part of the curriculum in opening pupils' eyes to the world around them. The curriculum is further enhanced by links with organisations, such as: The Royal Ballet and Opera House; The Thames Wildlife Trust; Port of Tilbury; Kinetika Blocco and Thurrock Music Services.

Across the GLC we use proven programmes, such as Read Write Inc., White Rose, Teach Computing, SCARF and RE Today to support our curriculum offer. Specialist teachers are utilised for the teaching of some subjects, for example, PE, music and modern foreign languages.

Curriculum Partnerships

The Gateway Learning Community have strong links with many local and national companies that broaden the curriculum e.g. Royal Ballet and Opera House – Trailblazer, DP World – Enthuse, Kinetika Bloco, National Theatre, Forth Ports – London Cruise Terminal [Port of Tilbury] and Together Productions – Sharing our Lives. We have surpassed our initial goals and developed an authentic curriculum designed to embed cultural capital and career opportunities. Partnerships have enabled all pupils to experience high cultural entitlement, bringing learning to life. This is monitored to ensure this has a sustained impact and is embedded into the curriculum. This has been instrumental in the strategic development of our core values.

The Device Strategy

We encourage and foster the use of digital technologies, striving to develop pupils' digital literacy to allow them to become alert, inspired and confident online; becoming digital citizens within our community. All children have access to a range of digital technologies in school to develop their digital literacy, through the use of iPads, computers and laptop devices.

Every pupil is taught to access the internet and use digital technologies in a safe and respectful way, understanding the necessary precautions involved with online safety and knowing where to seek help if they have any concerns or problems. Pupils in Nursery to Year 2 have regular access to devices throughout the curriculum. Pupils in Year 3 to year 6 are issued their own laptop to use at school and for home study.

The use of technology allows opportunities for tailored learning that is engaging and motivating for all pupils. This also gives pupils the chance to work collaboratively and share outcomes with those in class, locally or even worldwide.

'Pupils learn an effective early reading curriculum. Staff ensure pupils develop their knowledge of letters and the sounds they make in words. Children receive books that contain words they can read. This helps them to read fluently and confidently.'
Ofsted 2022



Thematic Curriculum Overview

Autumn 1 Who's Who

Within this theme pupils explore identity, heritage and culture. The curriculum has a strong geographical and citizenship focus. As pupils progress through the school, the learning experiences diversify to provide opportunities for pupils to work in wider world contexts. British values of tolerance and individual liberty are developed.

Autumn 2 Influential People

The theme of influential people aims to provide pupils with aspirational and inspirational role models.
The theme has a strong historical focus which enables pupils to investigate the influence and legacy of key figures on their lives today. This theme provides a context for pupils to develop, practise and refine research and presentational skills. Pupils will be introduced to key figures who have influenced British values.

Spring 1 An Eye On London

This unit allows us to explore London from a wide range of perspectives and exploit the richness and diversity of our capital city and centre of democracy.
While some year groups are inspired by London's famous landmarks and physical features, others step back in time to explore London during the Great Fire of London or The Blitz. Other year groups make comparisons with London then and now. The British values of democracy and rule of law are explored here.

Spring 2 Take One Picture

Art, artists and designers provide the inspiration for this theme as pupils are immersed in the world of a famous artist, a work of art or an art movement. This theme lends itself well to the development of geographical, historical creative skills.
Opportunities will be given for pupils to engage creatively in art, music, dance and drama. There is an expectation to develop a pupil's creative thinking during this unit. The British value of mutual respect for and tolerance of those with different faiths and beliefs is in focus.

Summer 1 Invention and Exploration

This theme helps develop the concept of exploration and how it shapes our knowledge and understanding of the World. Children will know how inventions and innovations provide solutions for problems encountered by societies. Pupils will have practical, hands-on experiences that develop their resourcefulness, resilience and promote problem solving and creativity. Pupils will have opportunities to plan and innovate in response to problems.

Summer 2 Going Green

Going Green is our environmental theme with a strong geographical and scientific focus. At the centre of this theme are the ideas of sustainability, citizenship and contributing positively to our local, national and global community. Through broad, enriching experiences pupils are encouraged to pursue knowledge and practices that can lead to more environmentally friendly and ecologically responsible decisions and lifestyles.

At this point it must be emphasised that you are your child's first teacher and that we value the experiences that you have given your child. We accept the stage that your child is at in their development on entry to the Academy and we will build on this.

Teaching and Learning

At the Gateway Learning Community (GLC), we passionately believe that excellent teaching is the single biggest lever for improving the life chances of our young people.

Our vision is simple yet profound: we teach for the complete understanding, retention, and application of knowledge. We do not leave learning to chance. Every minute matters, and we ensure that our classrooms are high-focus environments where every child can flourish.

Our pedagogical approach is entirely evidence-informed and research-based. Grounded in the latest developments in cognitive science, our teachers understand exactly how the brain processes, stores, and retrieves information. By building our teaching practices around proven educational research, we deliberately design lessons that overcome barriers to learning, challenge thinking, and ensure long-term retention.

Rigorous Routines: The Foundation for Success
To achieve our broader mission—to develop active and thriving citizens within a diverse, truly fair, and equal community—we establish rigorous, predictable routines across all our primary academies. These routines are not about compliance; they are about equity.

By creating seamless, highly structured classroom environments, we reduce cognitive overload and maximize learning time. These rigorous routines provide our pupils with the emotional security and clarity they need to confidently take risks, embrace challenge, and actively build our core values of resilience, responsibility, compassion, and aspiration.

Developing Transferable Learning Competencies
Through our high-quality teaching strategies, we deliberately nurture four core learning competencies that prepare our young people for learning and life:
- Curiosity: The drive to ask deep questions and explore how the world works.
- Creativity: The ability to generate new ideas and apply them in practice.
- Communication: The confidence to express thoughts and arguments clearly in a range of forms.
- Critical Thinking: The capacity to analyze information and form reasoned judgments.

See Our Strategies in Action
We are proud of our classrooms and the exceptional learning that happens within them daily. We invite you to visit our website to see our evidence-informed strategies and vibrant classroom environments in motion.

To watch videos of our teaching and learning practices in action, please visit
The GLC Primary Teaching & Learning Hub.

Read Write Inc. [Phonics Programme]

At Lansdowne Primary Academy we use Read Write Inc., developed by Ruth Miskin, which provides a structured and systematic approach to teaching Literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

The programme is for:
- children in Nursery to Year 2 who are learning to read and write
- any children in Years 3 and 4 who need to catch up rapidly
- struggling readers in Years 5 and 6 follow Read Write Inc. Fresh Start

Within the programme children are taught to:
- decode letter - sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' [red words] on sight
- understand what they read
- read aloud with fluency and expression
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting

Children are grouped homogeneously, according to their progress in reading, rather than their writing. This is because it is known that children's progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

From Nursery, the emphasis is on the alphabetic code. This learning is consolidated daily. The children rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for children at risk of making slower progress. Children also have frequent practise in reading high frequency words with irregular spellings – 'red words'. In addition, children are taught to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as children's poor articulation, or problems with blending or alphabetic code knowledge. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non- fiction to children; they are soon able to read these texts for themselves. Teachers also carefully match books for children to take home and share with their parents.

The aim is for children to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will love the challenge of reading any book.

How can you help early on?

Introduce your children to the Set 1 sounds. Help your child learn to read words by sound-blending [Fred talk] eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set. Help your child to say the pure sounds ['m' not 'muh', 's' not 'suh' etc.] as quickly as they can, and then blend the sounds together to say the whole word.

Watch the RWI virtual classroom videos. Set aside 10 minutes to watch a film with your child daily. Find a quiet space for your child to watch the film on a laptop or tablet and praise your child as he/she joins in with the lesson. Complete all holiday challenges over school holidays.

Maths

Mathematics is an essential life skill which provides students with a foundation for understanding number, reasoning, logical thinking and allows them to apply these skills to problem-solving, creating a sense of curiosity about the subject both within and beyond the classroom.

With the overarching National Curriculum aims at the core of our practice, the intent of mathematics teaching at The GLC is for pupils to:

- have access to a high-quality maths provision that excites, challenges and requires deep thinking through a contextual variation of tasks
- have a positive attitude to maths and the confidence and resilience to take risks and persist
- make rich connections across the areas of maths and use their knowledge across other subjects in the curriculum
- have a secure sense of number and where it fits into the number system
- know number facts such as number bonds, multiplication and division facts relative to age-related expectations
- use these to derive new facts and apply them to calculations
- use what they know to make reasonable estimations refining answers accordingly
- calculate accurately with efficiency, knowing when a mental strategy, jottings or a formal written method is appropriate
- have a secure understanding and be able to apply a wide range of mental calculation
- strategies for the four operations relative to their developmental stage and age-related expectations
- have a secure understanding and be able to apply efficient formal written methods relative to their developmental stage and age-related expectations
- discuss and reason in maths applying logical and critical thinking to a range of mathematical concepts
- efficiently and effectively apply their knowledge to a range of single and multi-concept problems
- communicate mathematically using the correct vocabulary and pictures and diagrams to explain their thinking were appropriate
- suggest suitable units of measure and make sensible estimates in measurements
- explain and make predictions from the numbers in graphs, diagrams, charts and tables
- develop spatial awareness and an understanding of the properties of 2D and 3D shapes
- write numerals and mathematical symbols accurately and present work in line with the maths presentation policy
- be well supported to close gaps in learning where they exist during whole class and targeted intervention
- be well-supported by parents



Reading

We use high quality and engaging texts, which cover a wide range of genres and authors, to develop reading for pleasure across the school. We strongly believe that it is important for children not only to have the skills to read, but that they enjoy it as well. Children are taught to answer different question types through short extracts and those skills are reinforced throughout the week using their class book. We also have a big focus on vocabulary in reading lessons – pupils are encouraged to ask when they do not know the meaning of a word. Children have access to a wide range of books in their classes [including non-fiction linked to their curriculum] which they can take home to read. All children are expected to read regularly at home and have their reading journal signed daily.

Writing

Children are motivated to write through engaging topics, texts and films. We focus on immersing children in the writing process through drama, music, art, film and short pieces of descriptive or emotive writing. This all helps build up to an overall fiction or non-fiction writing outcome. In addition, we focus on understanding the features used in a range of genres including both fiction and non-fiction texts. We have a focus on vocabulary and encourage pupils to magpie ideas from different texts they read to use in their own writing. Children are taught to reflect on their writing and edit for basic skills and impact. We believe it is important for children to write legibly at speed, therefore we use the Letterjoin handwriting programme to improve presentation and stamina for writing.

Religious Education

At Lansdowne Primary Academy, we are committed to fostering a deep understanding of diverse religious beliefs and practices among our pupils. Our RE lessons are designed to encourage curiosity, respect, and open-mindedness, enabling children to explore the rich tapestry of world religions and their impact on society.

We provide an inclusive learning environment where students engage with various faiths, fostering empathy and understanding of cultural diversity. Through interactive lessons and reflective discussions, children develop essential skills in critical thinking and personal reflection.

Our approach is grounded in the Thurrock Agreed Syllabus, ensuring that our educational practices align with national standards and reflect the varied beliefs within our community. Furthermore, we enhance our curriculum with resources from the RE Today syllabus, which supports the delivery of coherent and high-quality Religious Education. At Lansdowne Primary Academy, we aim to nurture well-rounded individuals prepared for a multicultural world.



Sex and Relationships Education

This is taught by class teachers. Sex and relationship education is taught as part of personal, social, health education and the science curriculum. Following guidance from the Department of Education, Lansdowne Primary Academy aims to support young people through their physical, emotional and moral development.

We aim to teach children to respect themselves and others and move with confidence through childhood, through adolescence and into adulthood. The school uses the Coram Life Education SCARF programme for the teaching of relationships and sex education which follows the requirements of the Relationship Education and Health Education introduced in 2020. Throughout the school, children will be taught to identify body parts using anatomical words and to begin to understand bodily changes. They will be taught about personal hygiene and the prevention of illness and disease, as well as the human lifecycle. The programme looks at different types of relationships from families and people who care for me to respectful relationships. Within the programme, the children will also learn about mental well-being and the importance of physical health and fitness. Parents have the right to withdraw their children from all or part of the sex and relationship education provided at school except for those parts included in the statutory National Curriculum for science.

Additional Learning Periods [ALPS]

Pupils will be set attainment targets for reading, writing and mathematics. These will be tracked rigorously by teachers and senior leaders to ensure that every pupil is making progress. Pupils whose progress is behind expectations will be asked to attend 'ALPS' to give them the personalised support they may need to help them 'get back on track'.

Home Learning

We believe that relevant, engaging, well-managed, and frequent homework supports learners. It provides opportunities to:

- Extend and deepen learning: Develop independence, self-discipline, and deep, creative reflection beyond the classroom.
- Consolidate classroom learning: Strengthen and secure core skills, knowledge, and understanding.
- Foster family dialogue: Build an active partnership between young people and their parents/carers about their daily learning.
- Develop vital life skills: Empower pupils to manage their time effectively, meet deadlines, and actively prepare for future learning.

Our Weekly Homework Commitments

Each year group is set structured weekly homework by their class teachers via homework booklets and Google Classroom. This includes:

- Core Skills: Target-focused reading, writing, and maths activities.
- Essential Vocabulary & Spelling: Regular spellings to learn and review.
- Mathematical Fluency: Interactive times tables and number bonds practice via platforms like Times Tables Rock Stars or Numbots.

Assessment & Parental Engagement

To ensure home learning is meaningful and drives progress, we pledge that all homework is assessed and appropriate feedback is given.

Our daily and weekly routines rely on home-school collaboration. Parents and carers are expected to complete activities in their child's Home Reading Journal daily. These journals, alongside online mathematics fluency charts, are monitored and updated weekly by teachers to target next steps and celebrate achievements.

Charging and Remission Policy

In order to fund optional visits, parents/carers are occasionally asked to make voluntary contributions towards the cost. If insufficient contributions are made, it is possible that the particular visit may be cancelled. Parents/carers are also asked to make a contribution towards the cost of disposable items. No child would ever be excluded from an activity that is part of the curriculum because a contribution has not been made.

Behaviour and Rewards

All staff at Lansdowne Primary Academy work hard to promote a happy, caring environment in which the needs of each child are taken into consideration and respected so that pupils can develop into thoughtful individuals who are expected to work and to achieve to the best of their abilities. The children are taught to be respectful to one another, to adults, of their own and others' property, of the environment and to behave in a positive way. The expectation of positive behaviour is an important part of our academy philosophy and we ask that you as parents co-operate with us. **Our Behaviour and Relationships Policy can be found at www.theglc.org.uk.**

Our policies and approach help children become better learners. Children are taught a variety of effective learning skills and strategies to learn well and when they demonstrate them they are rewarded. The system supports children to become responsible, independent learners and helps them develop and demonstrate a range of effective learning skills. Talk to your children about the learning reward stickers they get and ask them what they did to get them. Praise or reward them yourself for their effort and encourage them to continue to show a positive attitude towards others and towards their learning.

Family Support

We are proud of the inclusion and support network that is available that all of our families can access at Lansdowne Primary Academy. It is important that your child is safe, happy and ready to learn. We follow Thurrock Local Safeguarding Children's Partnership [LSCP] protocols, which includes:

- family support through the Prevention and Support Services team in Thurrock [PASS]
- in school family support through our Inclusion Team - including family Forest Schools
- parent support [including advocate support from our Inclusion Team and informal coffee mornings]
- planning targeted support for small groups of pupils in their class and/or alternative provision
- responding to individual educational and/or emotional need
- awareness days/weeks: Anti-Bullying Week, Children's Mental Health Week, Safer Internet Day, World Autism Awareness Week, to name a few.

Take a look at our Thriving Families: Equity For All to find out more about the support that is offered.

We seek to raise pupil awareness of situations that could be detrimental to their health by educating individuals on causes and health issues. Awareness days are both serious and fun. We work closely with all providers in the local area to support our children and their families to access a variety of supportive interventions that enhance a happy family life, both in school and in the wider community.

SEND and Inclusion

In The GLC we are committed to a whole school approach to inclusion for all the pupils within our trust of five academies. We tailor the range of support available to ensure that all can receive an outstanding education and progress to the next stage in their life as independent and resilient learners.

The GLC follows a continual cycle of 'assess-plan-do-review' to ensure that unmet needs are identified and provided for. This is a whole school response based on data and outcomes from subjects and interventions. Parents and families are encouraged to speak with their academy at the earliest point if they have concerns about unidentified special education needs. The class teacher should be the first contact for this.

We believe that communication is key in ensuring that pupils are supported well and that parents/carers are confident that they are receiving what they need. Pupil Support Plans [PSPs] are used to frame conversations, ensure that information is shared and that approaches are used consistently across all adults involved. The plans detail:

- Barriers to learning;
- Targets;
- Provisions and strategies needed;
- Review;
- Pupil & Parent/carer voice;
- Resources.

The plans may include advice from other professionals and are reviewed with parent/carers at least termly. Some pupils may also have social and emotional needs that are supported through a regulation plan.

Using a graduated response to identifying and meeting pupil's needs means that pupils may have:

- 'universal' changes to their learning, environment or curriculum;
- 'targeted' provision to focus on specific skills that are preventing further progress;
- 'specialised' adaptations and interventions.

Additional support is allocated and matched to pupils' educational needs and disabilities through discussion with staff, parents/carers and pupils. External agencies, including health and social services, are involved where more complex needs and situations are evident.

'Pupils with special educational needs and/or disabilities [SEND] receive suitable support. The pupils who access the specially resourced provision for pupils with SEND each have an ambitious support plan. Leaders overseeing support for pupils with SEND do so rigorously to ensure the support helps pupils achieve their best.'
Ofsted 2022



Inclusion Provision

Staff at Lansdowne Primary Academy recognise that all pupils should have equality of opportunity and access to the curriculum and wider activities within the learning community. We are committed to the principles that no child will have their opportunities limited due to gender, academic ability, ethnicity, faith, disability, socio-economic condition, appearance or sexual orientation.

We are also fully committed to the principle that no pupil should be subject to bullying or discrimination due to gender, academic ability, ethnicity, faith, disability, socio-economic condition, appearance or sexual orientation.

All staff promote a fair, inclusive ethos where all children feel safe, happy and ready to learn. The primary role of the Inclusion Team is to promote understanding and resilience that enable all children to cope with a variety of life events. We work closely with our families to identify then reduce barriers to learning.

We Respond to Need

We listen to our children and their families. Whether it is a short term worry or a long-term situation we respond by working with a pupil/group of students or by negotiating a support plan with the child and their parents. We work collaboratively with other agencies and specialist advisors [when needed] and we strive to ensure that our children, their families and our staff have a 'listening and supportive ear'.

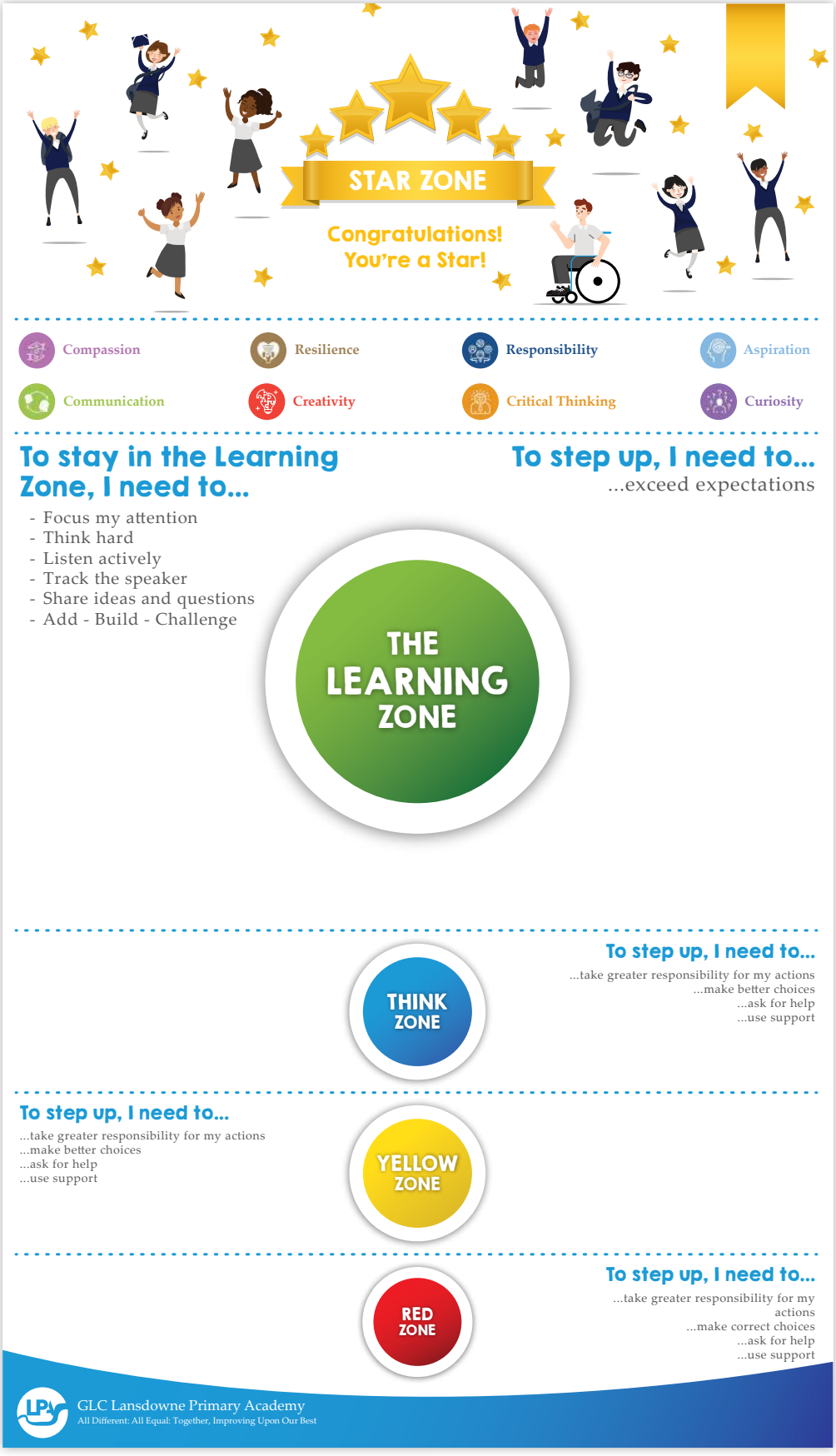
We rigorously maintain and reinforce the systems that recognise success and outstanding commitment to learning, including awards for exhibiting our Core Values.

If inappropriate conduct is interrupting learning in a classroom, the pupil will be moved to 'think zone' and given time and explicit direction to return to learning promptly. If they do not take this opportunity they will be moved to 'yellow zone' and escorted to a partner class to reflect on their learning skills. This ensures all pupils have a classroom environment conducive to learning and the actions of the disengaged child can be recorded. They are encouraged to reflect on their behaviour choices for a short time, in a different environment, before returning to learning in their own class. We monitor the frequency of yellow zones regularly and, if necessary, we provide additional support and motivation for children, to embed considerate conduct and skills for learning.

If, after returning to their class following a 'yellow zone', the pupil continues to make inappropriate and disruptive behaviour choices, they will be moved to 'red zone'. The pupil will be escorted to the Inclusion Hub where they will be supported to understand the negative effects of their actions on the learning of others. They will then demonstrate that they are ready to return to their classroom by learning in the Inclusion Hub for a short period of time. We monitor the frequency of 'red zones' regularly and, if necessary, we provide additional support and motivation for children, to embed considerate conduct and skills for learning.

In the unlikely event there is a serious concern relating to a child's safety or well-being, we follow Thurrock Safeguarding Board protocols to keep all young members of our community safe from immediate or long-term harm.

Learning Zones



Rewards

At the GLC we identify and praise pupils who demonstrate good learning behaviour and our core values through a system of rewards that recognises success and promotes positive behaviour and engagement. Good practice suggests that there should be 4 positive comments for every negative comment.

The staff and governors expect that all pupils will comply with the standards and behaviour as set out in the Home, School and Pupil Agreements. [See Appendix 1]

Each GLC primary academy will devise its own reward system based on the following structure:
Class Based Rewards include:
- Verbal praise from adults;
- Awarding competency, core value and Star Zone rewards;

Academy Based Rewards include:
- Presentation of certificates;
- Display of exemplary work;
- Pupil of the Week [linked to core values];
- Star of the Week [linked to academic progress];
- Star of the Year;
- Reading Hall of Fame;

Communicating success with parents include:
- Inviting parents to attend a presentation assembly;
- A letter, certificate, phone call or dojo message home;

GLC-wide rewards:
- Annually the GLC holds an awards ceremony to recognise a range of achievements both personal and academic;
- Badges for holding a pupil leadership responsibility;

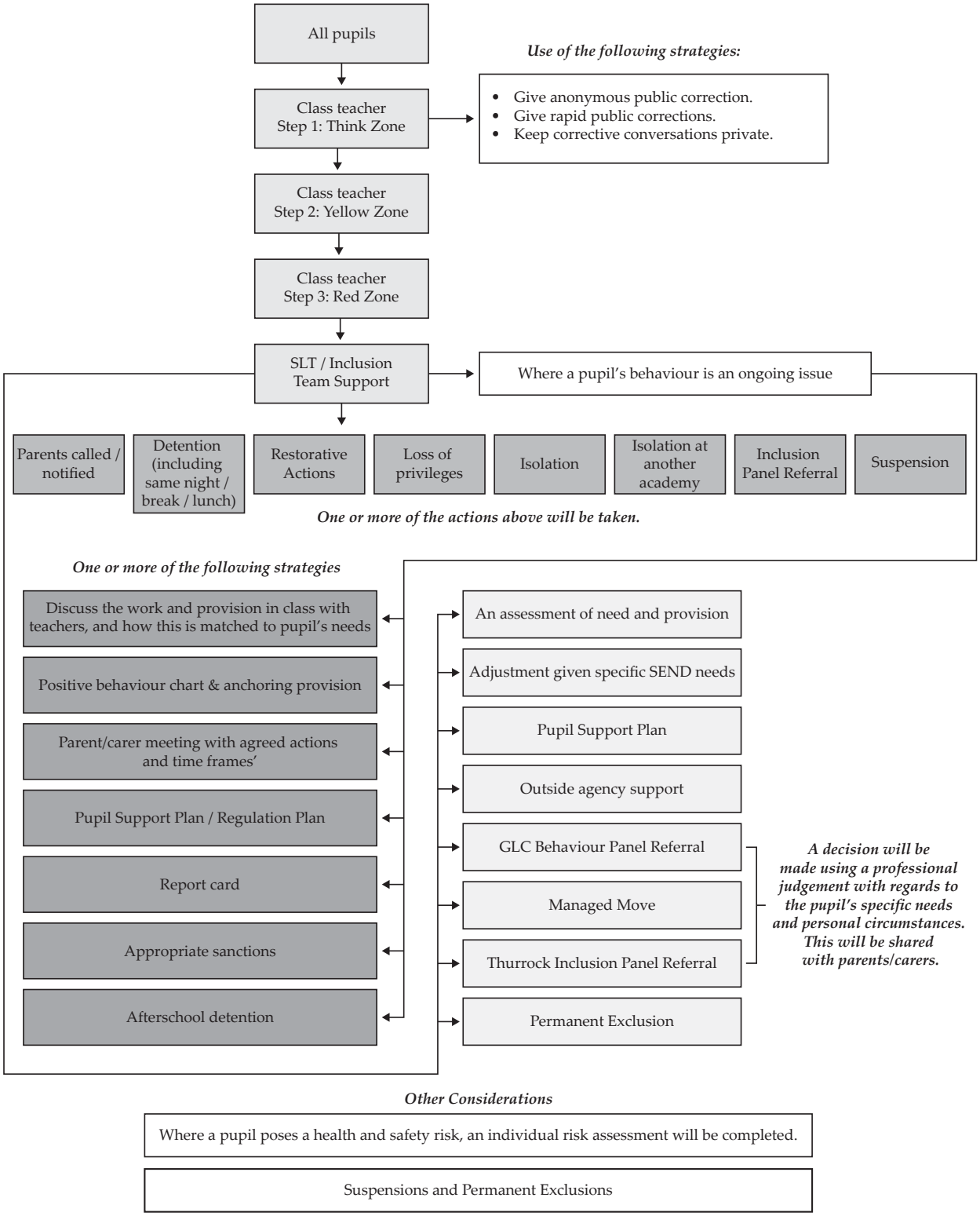
Consequences

When responding to breaches of the values, staff will respond fairly, promptly and assertively to the policy. The first priority will be to ensure the safety of pupils and staff and to restore a calm environment in which all pupils can learn and the GLC mission can be achieved. The consequences will include deterrence,
protection and improvement.

Where there are breaches of the GLC Values, the academy will adopt an escalation procedure as illustrated below. Note: *In all incidents, adults will take the context of the pupil's individual circumstances into account as well as their individual needs [including those with SEN and disability] before applying a consequence and make reasonable adjustments at each stage of the consequences.*

Consequences and strategies to support improved behaviour
Teachers and other adults will support pupils to reflect on their behaviour and make positive changes. Where pupils show difficulties in demonstrating our core values, teachers and other adults will prompt the pupil[s] to adapt their behaviour and acknowledge positive changes as they occur. However, at times a sanction may need to be applied to enforce the principle that: every child has the right to be safe and to learn. The Learning Zones reward and outline effective learning behaviours and the sequence of escalation to support pupils to address poor behaviour and the support given following a sanction.

Consequence and Support Sequence



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 pupils 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. Pupils 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.

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately. Relational conflict can be a normal part of growing up, and we recognise that this can be upsetting for those involved.

Bullying is not one-off acts of aggression or nastiness; such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.

Bullying can be, but not limited to:
- Emotional/psychological: being unfriendly, excluding, tormenting [e.g. hiding books, using threatening gestures]. Derogatory name-calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force. Rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass
- Physical: pushing, kicking, hitting, punching, inappropriate touching, jostling or any use of violence. Breaking, damaging or taking property.
- Verbal: name-calling, taunts, belittling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual, excessive criticism or sarcasm.
- Cyber: All areas of internet, such as email and internet chat room misuse. Mobile phone threats by text, calls, social-media etc. Misuse of associated technology, eg camera and video facilities.

Bullying typically occurs where there is an imbalance of power of one person or persons over another. This can relate to:
- the size of the individual;
- the strength of the individual;
- the numbers or group size involved;
- being from a majority rather than a minority group;
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

To prevent bullying, each GLC academy takes a range of proactive measures:
- 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 pupils 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 pupils' awareness of bullying and how to report it;

Anti-Bullying Cont'd

- Deliver the GLC core values and 'All different: All equal' agenda throughout the academic year and at each term beginning through assemblies, the PSHE curriculum and adapted curriculum opportunities including weeks to raise awareness of charities and events;
- Academies emphasise the importance of diversity and inclusion in the community;
- Each academy has their own identity and uses this in a unique way to link in with the GLC core values to promote inclusivity [for example, the LPA Way and Pioneer Pride];
- Ensure that the curriculum covers issues such as hate crime, cyber bullying, racist and homophobic bullying including Prevent;
- Ensure that all pupils have access to training to help them to remain safe online;
- Ensure that the GLC website signposts pupils and their parents/carers to key information and support;
- Take part in the annual National Anti-Bullying Week to raise awareness of bullying and remind everyone of their responsibilities to report it;
- Pupils are not permitted to use their mobile phones around the academies, this is partly to prevent cyber-bullying;
- Ensure materials are displayed in prominent places to raise pupils' awareness of bullying issues and how to report it;
- Ensure that staff are aware of signs or symptoms that may indicate a problem, such as bullying, and act accordingly;
- Operate a restorative justice model of intervention that:
    - Enables those who have bullied to understand the impact of their behaviour on their victims;
    - Helps those who have experienced bullying to have an insight into their own behaviour as well as that of the person bullying;
- Create and promote safe spaces and supervised activities for vulnerable pupils;
- Duty staff have been trained to be vigilant and 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.

Dealing with bullying.
Pupils need confidential and varied ways to alert staff to current instances of bullying. It is important that pupils in each GLC academy know how to report incidents of bullying and from whom they can receive help and support.

The following outlines a typical procedure in the event of a pupil being bullied. However, the approach taken by the investigating adult may vary according to the circumstances, with consequences reflecting the seriousness of the incident. All sanctions will be applied fairly, consistently and reasonably, with careful consideration of possible contributing factors such as SEND or other vulnerabilities of both the victim and perpetrator.

- Once an allegation has been received, an investigating adult will be allocated to deal with the case;
- The investigating adult will meet with the victim to take a statement and to negotiate a reasonable course of action to investigate the matter and to find a resolution [bearing in mind that the victim may wish to remain anonymous];
- The accused will be talked to, to get their version of events;
- An investigation will be carried out with witness statements gathered and logged as appropriate;
- The victim will meet with the investigating adult to agree a course of action which may be drawn from the following:
- No action to be taken against the bully but discreet monitoring to be put in place;
- A restorative justice process to be undertaken with the bully and victim both present;
- A restorative process to take place with the bully and the investigating officer;
- A meeting with parents/carers;
- Formal recording of the incident, with the categories chosen as appropriate [e.g. bullying, allegation of bullying, conflict, racism, homophobia];
- Access to a peer support network within the academy;

Anti-Bullying Cont'd

- A referral for professional support;
- An academy disciplinary sanction applied, including [where appropriate] use of a behaviour contract, suspension or even exclusion;
- A referral to the police as necessary and/or to Prevent;
- A welfare review to be conducted after an agreed period of time to ensure the matter is resolved.
- All pupils and parents/carers will be made aware that such behaviour will not be tolerated;
- It is the GLC's standard practice to inform parents/carers of any investigation, with the exception that if doing so would place a child in danger. If this is the case, the incident should be reported to the academy Designated Safeguarding Lead, who will follow the safeguarding procedures;
- The process of consequences is designed to help the bully to recognise and change their behaviour and support the victim. Pupils who bully need a clear description of how their behaviour is affecting them as well as others if they are to change. Habitual behaviour may not even be recognised or understood as bullying by the bully and may be difficult to break without clear self-interest in the outcome.

Roles and Responsibilities
The Head of School in each GLC academy is ultimately responsible for the well-being 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 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;
- Promptly record each incident as appropriate and alert the appropriate member of staff;
- Recognise and investigate or report any behaviour changes that indicate a child might be being bullied;
- Listen to all parties involved in incidents;
- Take all incidents of bullying seriously.

Staff responsible for investigating incidents will:
- Investigate incidents as promptly and fully as possible;
- Listen to all parties involved in incidents;
- Follow the procedures outlined above;

Pupils and parents/carers
If bullying does occur all pupils should be able to tell and know that incidents will be dealt with promptly, severely and effectively. This means that anyone who knows that bullying is happening is expected to inform any member of staff. Pupils can report bullying of themselves or others in a number of ways, this is outlined in the poster shown.

ANTI-BULLYING PROCESS

STEP 1 - SPEAK UP & STAND UP

'I won't watch someone get picked on because I am a do something person'

If I am being bullied or I see someone being bullied I can . . .

Option 1

I can tell a trusted adult in school.



It may be one of the 5 adults on your network hand.

Option 2

I can tell a trusted adult out of school who will talk to the school for me.



If you feel like you are unable to talk to a school adult, share with an adult at home.

Option 3

I can write it down and give it to my teacher.



Sometimes it is difficult to talk, we understand. Write it down and we'll help!

Option 4

Speak to a Wellbeing Champion and they will support you.



Don't forget, you can also contact NSPCC/Childline on 0800 111

STEP 2 - INVESTIGATE

'At Lansdowne Primary Academy - bullying is not OK! Bullying bothers me'

- The adults in school will listen to me.
- They will speak to everyone involved to find out what happened.
- I may have to write down what has been happening.
- The adult may keep a secret eye on me - they are helping me to stay safe.

STEP 3 - FIX IT

'We are a team at Lansdowne Primary Academy and we STAND UP to bullies!'

- The adults will talk to the person who is being bullied and the person who is the bully.
- The adults will try and understand why something has happened, how everyone feels and what needs to change.
- The adults will try to help mend any broken relationships if this is wanted.
- The adults will check in regularly to make sure that we are safe and happy.
- Parents may be contacted to support fixing the situation.
- If I STAND UP against bullying - the adults in school will support me.
- The adults will continue to monitor the situation and support the victim to feel empowered as well as supporting the bully so that their behaviour changes.

CONSEQUENCES OF BULLYING

If I am bullying another child, this means I am making our school unsafe and unhappy.
I will not be allowed on the playground for an amount of time and there could be more serious consequences.
I will be asked to make amends for my bullying.

Information Available to Parents

Under the Education Act regulations, the following documents are available to view at Lansdowne Primary Academy:

- Complaints Policy
- Behaviour and Relationships Policy
- Special Educational Needs & Disabilities [SEND] Policy
- The latest Ofsted report
- Attendance Policy

Our policies are available via our website at: **www.theglc.org.uk**

Complaints Procedure

If you have a complaint about any aspect of Lansdowne Primary Academy, there is a formal procedure laid down by The Gateway Learning Community Board of Directors. Details of this formal procedure are available from the school or via the 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 Lansdowne Primary Academy. If you are worried about any issues relating to your child, please contact us in order to discuss the situation.

'Pupils behave well. They know the rewards and sanctions that are in place. Staff use these consistently. The 'learning zone' helps staff to structure their expectations clearly and positively.'
Ofsted 2022




science
Circulatory and
Respiratory System

Appendix 1
The Gateway Learning Community Home/Academy Contract

All members of the GLC: staff, parents and children will commit to working together to achieve the following mission: The GLC's mission is to develop confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community.

The GLC 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 children;
- The curriculum will be inspiring, meaningful, and relevant helping all children 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 children and their families;
- Support all children to complete home learning, including homework, or using Google classrooms if they are unable to attend.

We will:

- Care for your child's well-being, learning and enjoyment of their academy;
- Phone you on the first day of absence if you are unable to contact the academy;
- Inform you when we have things to celebrate or if we have any concerns related to your child's well-being, learning or behaviour;
- Have the highest expectations of your child.

Parents/ carers will do everything to ensure that:

- Their child attends their GLC academy every day and on time;
- Their child wears their GLC academy uniform correctly;
- Their child attends their GLC academy with the correct equipment e.g. reading journals and PE kit ;
- Their child attends Additional Learning Periods [ALPs] to catch-up their learning as necessary;
- Their child is able to complete home learning [homework club/ Google classrooms]
- Support the development of good habits and basic skills e.g. listen to your child read etc
- Their child does not bring fizzy/ power drinks to their GLC academy;
- Any packed lunch provided is nutritionally balanced and appropriate;
- They attend their GLC academy for each Parents' Evening;
- They support their GLC academy's Behaviour Charter in full;
- They take responsibility for damage and breakages resulting from their child's poor behaviour;
- They will play an active role in promoting their GLC academy's strengths and will use the correct procedures to raise any concerns with regard to their child's education. Parents agree not to use social media as an outlet to damage the reputation of the GLC academy and/or the GLC Trust in general.
- They conduct themselves in an appropriate manner at all times

Children will:

- Work at all times to 'improve upon their best' and help others to do the same;
- Read their book, complete their reading journal and practice their times tables at home daily;
- Politely, ask for help when they need it;
- Wear their uniform correctly, with pride;
- Adhere to their GLC academy's Behaviour Charter;
- Promote their GLC academy's Core Values at all times;
- Complete all home-learning to the best of their ability and on time;
- Work with their GLC academy to eradicate all bullying, including cyber bullying;
- Bring phones and other devices to their GLC academy at their own risk
- Mobile phones must be given to a member of staff on arrival to the academy

- Understand that the school is not responsible or liable for loss or damage, or for maintenance or repair of my device that they bring to their GLC academy;
- Understand that only tablets and laptops suitable for learning will be used in school
- Not bring files into the school [on removable media or online] without permission or upload inappropriate material to their workspace
- Follow the online rules and report any concerns to a member of staff as soon as possible

By signing The Gateway Learning Community Home/ Academy Agreement children and parents/ carers agree to the following:

If a child is underachieving	They will be expected to attend compulsory intervention activities such as catch up classes; 1-2-1 intervention classes; holiday classes; academic mentoring or attendance monitoring.
If a child uses a mobile phone inappropriately during a lesson	The teacher [or other adult] will ask for the phone to be switched off immediately and given to the member of staff.
If a child swears directly at anyone	Depending on the circumstance, a child will be isolated for a period of time and then a referral will be made to Inclusion. A phone call will be made to the parent to explain the situation. Restorative practices will be used before the child returns to normal lessons.
If a child physically assaults another person	Depending on the circumstance, a child will be isolated whilst the incident is investigated. The child will go to the Inclusion Team for a period of time, this could lead to being educated off site for a period of time.
If a child is involved in fighting or bullying or incites others to fight or bully	Children will be isolated and take part in restorative practices and in some cases will be referred to the police. Children may be referred to off-site provision if deemed necessary.
If a child consistently refuses to abide by their GLC academy rules	Depending on the situation children lose privileges be isolated or take part in community service activities on site. Parents will be expected to support the Academy and come into school for meetings.
If a child misuses IT equipment	They may lose their IT privileges such as internet access for a specified period of time and have their use of computers and other equipment closely monitored. They may also be isolated for a period of time depending on the situation. If a child damages resources or property, parents will be liable to pay.
If a child engages in cyber bullying	They may be counselled by a member of staff or referred to the police or other appropriate agencies. For repeat cases. Children may be banned from bringing phones and other devices to their GLC Academy.

Appendix 2
Internet Permission Form

As part of The Gateway Learning Community's IT programme we offer pupils supervised access to the Internet. To be sure that all parents are aware of this, all pupils and parents must sign the Agreement Section of the Admissions Meeting Form as evidence of your approval and their acceptance of the school rules on this matter.

Access to the Internet will enable pupils to explore thousands of libraries and databases while exchanging messages with other internet users throughout the world. Families 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 pupils from most offensive material. We are also able to block sites at a school level that we feel are inappropriate for our pupils.

While our aim for Internet use is to further educational goals and objectives, pupils may find ways to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians 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 Gateway Learning Community 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 pupils' communications, including emails that they send or receive.

During school, teachers will guide pupils toward appropriate materials. Outside of school, families 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. Pupils will not be allowed access to email or the Internet until the Agreement section of the Admissions Meeting Form has been signed by both pupil and parent.

Student Guidelines for Internet Use

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

The Internet is provided for pupils to conduct research and communication with others. Parents' 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 the Academy standards and will honour the agreements they have signed.

Computer storage areas and USB memory sticks and external 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.

During school, teachers will guide pupils toward appropriate materials. Outside of school, families bear responsibility for such guidance as they must also exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

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.

Parent Permission

Parent/Guardian:
As the parent or legal guardian I grant permission for my son or daughter to use electronic mail and the internet. I understand that pupils 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 son or daughter to follow when selecting, sharing and exploring information and media

Pupil:
As a The Gateway Learning Community user of the internet, I agree to comply with rules on its use. I will use the network in a responsible way and observe all the restrictions explained to me.

Appendix 3
GLC Privacy Notice [Pupil, Parent & Carer] GDPR Compliant

The Gateway Learning Community [GLC] respects you and your child's privacy and is committed to complying fully with privacy legislation;

The information below is what is referred to as a 'Privacy Notice' which explains how the GLC uses and protects your personal information;

The GLC has a **Data Protection Officer** whose role it is to ensure that any personal information processed by the GLC or any of its academies is processed fairly and lawfully [respecting your rights and ensuring we follow the law]. If you have any concerns or questions regarding how the GLC looks after your personal information, please contact the Data Protection Officer c/o The Gateway Academy, Marshfoot Road, Tilbury, RM16 4LU

Why the GLC uses personal information

We may need to use some information about you and your child to:

- deliver effective education and to ensure the well-being or your child;
- facilitate effective communication with you about your child;
- train and manage our staff to deliver the services effectively and efficiently;
- help investigate any worries or complaints you have about the education provision at a GLC academy;
- check the quality GLC provision; and
- to help with research and planning of new provision.

1. What are our legal reasons for processing personal information?

There are a number of legal reasons why the GLC needs to collect and use personal data. Each GLC Privacy Notice explains which legal reason is being used. Generally the GLC collects and uses personal information in the following circumstances:

- Where you, or your legal representative, have given consent;
- Where you have entered into a contract with us;
- Where it is necessary to perform our statutory duties;
- Where it is necessary to protect someone in an emergency;
- Where it is required by law;
- Where it is necessary for employment purposes;
- Where you have made your data publicly available;
- Where it is necessary to establish, exercise or defend a legal claim;
- Where it is in the substantial public interest;
- Where it is necessary to protect public health;
- Where it is necessary for archiving public interest material, research, or statistical purposes.

Where we are using your consent to process your personal data, you have the right to withdraw that consent at any time. If you wish to withdraw your consent, please contact **diane.pierson@theglc.org.uk** so that your request can be dealt with.

2. What is Personal Information?

Personal information is often records that can identify and relate to a living person. This can also include information that when put together with other information can then identify a person.

3. What are Special Categories of Information?

This is personal information that needs more protection due to its sensitivity. This information is likely to include:

- sexuality and sexual health
- religious or philosophical beliefs
- ethnicity
- physical or mental health
- trade union membership
- political opinion
- genetic/biometric data

4. 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 anonymised to avoid the identification of a person, unless you have agreed that your personal information can be used for the research project.

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

5. 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 normally 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 orsomeone else's physical or mental wellbeing; or
- If we think that the prevention or detection of crime may be adversely affected bydisclosing 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 **diane.pierson@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 then 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;
- 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.

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, defense 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 erasethe 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.

6. 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; or
- if there are serious risks to the public, our staff or to other professionals; or
- to protect a child.

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 or if we think it is safe to do so.

7. 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 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].

8. If your 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.

9. 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 Management Policy here.

Where can I get advice

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 their teaching and learning and give real meaning to the taught curriculum. This engages pupils 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 pupils miss out on opportunities due to administrative difficulties. In order to simplify the procedures for arranging permission for some visits we are asking you to provide your permission for your child to attend all curriculum related local visits whilst they attend our 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 London, 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 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 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 the normal school hours.

Please note that your permission for participation in regular activities will remain in force whilst your child remains at The Gateway Learning Community. 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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