



GLC Tilbury Pioneer Academy

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

# PROSPECTUS

FOR ADMISSION IN SEPTEMBER 2023



IMPROVING UPON OUR BEST



GLC

All Different: All Equal

Together, Improving Upon Our Best

[www.theglc-pioneer.org.uk](http://www.theglc-pioneer.org.uk)

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'The school is an extremely happy place' - Ofsted 2022

## WELCOME FROM THE HEAD OF SCHOOL

Tilbury Pioneer Academy is a welcoming, caring and ambitious academy and I am honoured to be the Head of School. I am committed to working in close partnership with our families as I believe that effective relationships between school and home are the key to enabling children to make outstanding progress. We want our children to leave Pioneer with the ability to compete academically with children both nationally and internationally.

At Tilbury Pioneer Academy, we believe that every child deserves a champion and we are the champions for all. Our work at Pioneer is underpinned by our four core values: aspiration, compassion, responsibility and resilience and our dedicated and passionate team of staff are committed to ensuring that children develop as confident, articulate, well-rounded individuals. Relationships at our academy are strong as we are driven by the GLC motto 'All Different; All Equal; Together, Improving Upon Our Best.



We are passionate about what we teach, we are dedicated to providing the children with the outstanding teaching they deserve and an engaging and inspiring curriculum which will develop a life-long love of learning. We want our children to love their school so much that they won't want to be anywhere else but in school every single day!

The website offers a window into life at Tilbury Pioneer Academy and illustrates some of the amazing opportunities our children will experience on their learning journey here. Take a look at our promotional video and if you wish to see this in action for yourself, please contact us for a tour of the academy – we look forward to showing you around.

Clare Hall  
Head of School

# OUR DETAILS

GLC Chief Executive Officer: Viki Ried

Head of School: Clare Hall

Chair of Governors: Lynda Pritchard

Status and character: Co-Educational Academy for Pupils Aged 3-11

Number of students intended to admit in September 2023: 60

Nursery - Year 6: 60 per year group

Address: Dickens Avenue  
Tilbury  
Essex RM18 8HJ

Tel: (01375) 488420

Email: [admin.pioneer@theglc.org.uk](mailto:admin.pioneer@theglc.org.uk)

Website: [www.theglc-pioneer.org.uk](http://www.theglc-pioneer.org.uk)

## CHILD PROTECTION: KEY CONTACTS

### DESIGNATED SAFEGUARDING LEAD

Name: Kellie Henderson

Tel: 01375 488420

Email: [cp-pioneer@theglc.org.uk](mailto:cp-pioneer@theglc.org.uk)

Name: Victoria Bell

Tel: 01375 489860

Email: [cp-pioneer@theglc.org.uk](mailto:cp-pioneer@theglc.org.uk)

### NOMINATED GOVERNOR FOR CHILD PROTECTION

Name: Lynda Prichard

Email: [cp-pioneer@theglc.org.uk](mailto:cp-pioneer@theglc.org.uk)

Our safeguarding and child protection policy can be viewed on our website:  
[www.theglc.org.uk](http://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



# THE GATEWAY LEARNING COMMUNITY

## 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.

# 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 and all the schools in our family are rated Good by Ofsted. 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 schools, 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 schools strive to deliver great outcomes both academically and by educating the whole child. We have high expectations, aligned autonomy and work collaboratively to ensure that children can aspire to be anything they want to be.

## THE ORMISTON TRUST

The Ormiston Children and Families' Trust is a non-profit charity that works to improve the life chances of young people and their families. The Trust works in partnership with the Gateway Learning Community providing support and advice and through its membership of the GLC's Board of Directors.

# MEMBERS OF THE GOVERNING BODY

The Governors are responsible for policy and strategy and the Head of School is responsible for the day-to-day running of the school and ensuring that the policy and strategy agreed by the Governors is implemented. The Governing Body has many legal responsibilities and amongst these are ensuring that the National Curriculum is properly delivered, arranging for religious education to be carried out, deciding how to spend the delegated budget and approving the many different school policies, such as those referring to discipline and behaviour and health and safety.

The Clerk to the Governors is Ms Diane Pierson who can be contacted on 01375 489094 or emailed at [diane.pierson@theglc.co.uk](mailto:diane.pierson@theglc.co.uk)

Local Governing Body Committee: Tilbury Pioneer Academy

GLC CEO	Ex-Officio	Viki Reid
Head of School	Ex-Officio	Clare Hall
Chair of Governors		Lynda Pritchard
Vice Chair of Governors		Jamie Jardine
Clerk		Diane Pierson

Representing:

Community (Chair)	Lynda Pritchard
Community (Vice Chair)	Jamie Jardine
Community	Allison Taylor
Community	Robin Atkins
Staff	Sarah Jones
Parent	Christiana Falana

All Governors can be contacted via the Clerk to the Governing Body.



# 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 2023 - 2024

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

Key:  Schooldays and Weekends  School Holidays  Bank Holidays  Training Days

<b>Autumn Term:</b>	<b>Friday 1 September 2023 – Thursday 21 December 2023</b> <i>Half Term: Monday 23 October – Friday 3 November</i>	[71 days]
<b>Spring Term:</b>	<b>Monday 8 January 2024 – Thursday 28 March 2024</b> <i>Half Term Monday 19 February – Friday 23 February</i>	[54 days]
<b>Summer Term:</b>	<b>Monday 15 April 2024 – Friday 19 July 2024</b> <i>Half Term: Monday 27 May – Friday 31 May</i>	[66 days]
<b>Training Days</b>	Friday 1 September 2023 Monday 4 September 2023 Monday 8 January 2024 Monday 22 July 2024 Tuesday 23 July 2024	[Total: 191 days]

subtract / take away  
bar model

MATHS WORKING WALL  
**DRAW IT!**



− 0  
augend

+ 4 0 9  
addend

MATHS WORKING WALL  
**SOLVE IT!**



$$437 - 28 = 409$$

A school has 437 students. 28 students go on a trip. How many students remain at school?

'Pupils are happy, confident, courteous and well mannered' - 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 to school after 8.30am they will need to report to the school office where they will be marked as late.

The school day finishes at 3pm and 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

Breakfast club is open from 7.30am. It is a warm and friendly environment enabling children to feel safe and help to provide them with a positive start to each day. As we are part of the healthy eating school programme, we implement a nutritional, healthy breakfast. Every day, we offer a selection of non-sugary cereal, buttered toast and water to drink at a cost of £1.50 per day.

There are a range of activities for the children to participate in, children are also encouraged to read and complete any homework using their digital device [Y3-Y6]. Breakfast club provides the perfect opportunity for children to socialise with children from across the whole school.

Breakfast club is open to all children, we are always happy to see new faces.

# 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.

This 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 **Uniforms by Niki**: [uniformsbyniki.com/collections/tilbury-pioneer-academy](https://uniformsbyniki.com/collections/tilbury-pioneer-academy)

To view the details for **Unicycle, the uniform recycle project**: [uniformsbyniki.com/pages/unicycle-project](https://uniformsbyniki.com/pages/unicycle-project)

**Address:** Uniforms by Niki, Walton Hall Farm, Walton Hall Road, Linford, SS17 0RH

**Telephone:** 07925 476600

**Email:** [info@uniformsbyniki.com](mailto:info@uniformsbyniki.com)

**Website:** <https://uniformsbyniki.com/collections/tilbury-pioneer-academy>

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

## Uniform

- White polo shirt
- White shirt or blouse
- Mid-grey V neck jumper
- Grey trousers
- Grey shorts
- Grey skirt or pinafore dress
- Plain grey socks
- Plain grey tights

## Summer to October Uniform

- Purple polo shirt [with TPA logo]
- Black shorts [with TPA logo]

## PE Kit

### Indoor PE Uniform

- Purple polo shirt [with TPA logo]
- Black shorts [with TPA logo]

### Outdoor PE Uniform

- Black jogging bottoms [with TPA logo]
- Black crew neck sweatshirt [with TPA logo]
- Trainers or plimsolls





# 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. Trainers and other footwear such as Converse are not permitted
- The guidance below indicates what is acceptable and what is not. If in any doubt, please talk to a member of staff.

✓ SUITABLE	✗ UNSUITABLE
<p>Examples of the type of school shoes that are appropriate:</p> 	<p>Examples of the type of school shoes that are not appropriate:</p>  <p>Canvas shoes</p> <p>Sports Trainers</p> <p>Non-sensible shoes</p> <p>Branded shoes</p>

## Please Note:

- All pupils should attend school each day with a book bag [TPA 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
- 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 of purple, black, white or grey. Hair bows must be no larger than 10cm in length
- Pupils are not allowed to wear any make-up







## 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 from 8am 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. You will be asked to come into the Academy to go through 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.

# SCHOOL MEALS

To view our lunch menu, please visit [www.theglc-pioneer.org.uk](http://www.theglc-pioneer.org.uk) > **Parents > Lunch Menu**

School meals are £2.30 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 any of the below:

- income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- guaranteed element of State Pension Credit
- Child Tax Credit, where there is no working Tax Credit, and the total household income does not exceed £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](http://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.

# PLAYTIMES, 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.

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.



# 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.

# 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 application Class Dojo is widely used throughout Tilbury Pioneer 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-pioneer.org.uk/](http://www.theglc-pioneer.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

## 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!

**5-MINUTE WALKING BUBBLE**  
**#StaySafeGetActive on your journey to school**

**#Stay Safe Get Active**

Tilbury Pioneer Academy

MODESHIFT STARS EDUCATION

Protect our children

If possible, walk, cycle or scoot to school

If you have to drive, park at least 5-minutes away

Supported by the Department for Transport

For more hints, tips and information please visit [www.modeshiftstars.org/staysafegetactive](http://www.modeshiftstars.org/staysafegetactive)

This 5-minute walking zone represents a distance of 400m measured as a straight line, based upon an average walking speed of 3-miles per hour

# UPCOMING EVENTS

Upcoming events can be viewed on our website:

[www.theglc-pioneer.org.uk](http://www.theglc-pioneer.org.uk) > News and Events > Calendar







## 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.

## AFTER SCHOOL CLUBS

Tilbury Pioneer Academy has 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 in the final week of the allocation. 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.

### **Sign up to Clubbly**

- You can sign your child up for an after school club by visiting [www.clubbly.co.uk](http://www.clubbly.co.uk) - it is a very 'user friendly' website
- If you do not register your child for a club on Clubbly then your child will not be able to attend. Please also ensure you take note of the year group club that you are registering your child for. Your child will not be able to join a club that is not for their year group
- The clubs will start from 3pm-4pm [Monday - Friday]. A few of our clubs finish at 3.45pm
- If you require support with registering your child please contact the main office

## SUPPORTING YOUR CHILD'S LEARNING

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.





## 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 that 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 and digital technologies, develop pupils' digital literacy and support learning across the curriculum allowing them to become alert, inspired and confident digital citizens within our community. Visits, 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 Opera House; The Thames Wildlife Trust; Port of Tilbury; and Thurrock Music Services.

Across the GLC we use proven programmes, such as RWInc, White Rose, Teach Computing, SCARF and the Thurrock agreed SACRE syllabus to support our curriculum offer. Where appropriate, subjects are taught discretely and specialist teachers are also utilised, for example, in PE and music.



# THE DEVICE STRATEGY

At Tilbury Pioneer Academy, 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 will access the internet and use digital technologies in a safe and respectful way, understanding the necessary precautions to stay safe and knowing where to seek help. Pupils in Nursery – Yr 2 having regular access to devices throughout the curriculum and those in Yr 3 – 6 accessing 1:1 devices in the classroom.

The use of technology allowing for opportunities of 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.



'Teachers have consistently high expectations of what pupils can achieve' - Ofsted 2022

## CURRICULUM PARTNERSHIPS

The Gateway Learning Community have strong links with many local and national companies that broaden the curriculum e.g. Royal 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.



# THEMATIC CURRICULUM OVERVIEW

## Autmun 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.

## Autmun 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, practice 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 the 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 pupils' creative thinking during this unit.

## 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

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.

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.

# EXTRA - CURRICULAR PROVISION

All pupils will have access to a wide range of extended curricular activities currently available at Tilbury Pioneer Academy. These may include:

- a wide range of sporting activities
- instrumental tuition
- cooking club
- academic boosters
- Royal Opera House Activities
- lego club
- craft club
- choir club
- ICT club

The academic year will be divided into a sequence of themes that will be a starting point for planning in key subject areas. Planning for English, Mathematics and Science will be influenced where appropriate but will also be taught outside of this structure.

# SEX AND RELATIONSHIPS EDUCATION

This is taught primarily 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, Tilbury Pioneer 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.

# RELIGIOUS EDUCATION

We follow the Thurrock agreed RE syllabus for teaching Religious Education.

# 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'.



# THE READ WRITE INC. (PHONICS PROGRAMME)

At Tilbury Pioneer 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
- write confidently, with a strong focus on vocabulary and grammar
- 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.

In Reception, 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.

Embedding the alphabetic code early on means that children quickly learn to write simple words and sentences. Children are encouraged to compose each sentence aloud until they are confident to write independently. Steps are taken to ensure they write every day. Children write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

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 at least three times a week. 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.

# 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 contextual variation of task
- 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 by heart number facts such as number bonds, multiplication and division facts relative to age-related expectations
- use what they know by heart, 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 multiple-concept problems
- communicate mathematically using the correct vocabulary and pictures and diagrams to explain their thinking where appropriate
- suggest suitable units of measuring and make sensible estimates in measurements
- explain and make predictions from the numbers in graphs, diagrams, charts and table
- 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.



# GLC COMPETENCIES



## 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.

## CREATIVITY

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

## CRITICAL THINKING

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





## HOME LEARNING

At Tilbury Pioneer Academy we believe that relevant, engaging, well-managed and frequent homework supports learners. It provides opportunities to:

- extend learning beyond the classroom and develop independence and self-discipline;
- strengthen and consolidate learning from the classroom;
- be more deeply creative, reflective and thoughtful in responses to ideas covered earlier in class;
- develop a dialogue between young people and their parents/carers about their learning;
- students to manage their time and meet deadlines;
- prepare for learning to come

Each year group will be set homework weekly by their class teachers. This will be a range of:

- reading, writing and maths activities
- spellings to learn
- times tables/number bonds homework – this could be through accessing Times Tables Rock Stars or Numbots

We will use Google Classroom, where possible, to set homework.





## FAMILY SUPPORT

We are proud of the Inclusion and support network that is available that all of our families can access at Tilbury Pioneer Academy. It is important that your child is safe, happy and ready to learn.

At Tilbury Pioneer Academy, 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

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.





## BEHAVIOUR

All staff at Tilbury Pioneer 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 policy can be found at [www.theglc.org.uk](http://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 really 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.

# THE GLC PUPILS' CODE OF CONDUCT

To support the aims, young people from each GLC Academy worked together to devise this code. Together, they demand that their peers across the GLC should:

1. Respect the rules of our Academy; the authority of our teachers / adults and the right of all pupils to make unhindered progress;
2. Be empathetic to our peers, supporting, encouraging and helping them when in need;
3. Be positive about our learning: always trying to improve upon our best: always being open to new experiences, ways of thinking and new ways of doing things;
4. Be kind and respectful to each other, working together to eradicate all forms of bullying so that we can create a truly inclusive GLC community;
5. Be proud of being part of the GLC, doing everything we can, no matter how big or small, to make our academy and our community even better.

## PUPILS' EXPECTATIONS

Pupils' Expectations:

We [the pupils] expect that every teacher should:

1. Create an environment for learning where every pupil can progress without the hinderance of poor behaviour;
2. Believe that every pupil can succeed;
3. Listen to pupils, paying close attention to how they respond to the teaching;
4. Deliver lessons that are fun and engaging, ensuring that they achieve the ideal balance between talking and opportunities for pupils to be active;
5. Understand that 'one size doesn't fit all'. Teachers should promote a wide range of strategies to help all pupils to learn and make progress;
6. Take the opportunity to get to know each of their pupils. They should never judge a pupil on first impressions, or by a perceived reputation and they should never ever discriminate against them.

The GLC Code of Conduct will be displayed in every GLC classroom and will be routinely referred to as part of a discussion with our young people regarding expectations.



# INCLUSION PROVISION

Staff at Tilbury Pioneer 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.



**Congratulations!**

**STAR  
ZONE**

**You're a Star!**

**To stay in the Learning Zone,  
I need to...**

... use effective learning skills and strategies

**To step up,  
I need to...**  
... Exceed expectations



**To step up,  
I need to...**

... take greater responsibility for my actions  
... make better choices  
... ask for help  
... use support

**To step up,  
I need to...**  
... take greater responsibility for my actions  
... make better choices  
... ask for help  
... use support



**To step up,  
I need to...**

... take greater responsibility for my actions  
... make better choices  
... ask for help  
... use support

**To step up,  
I need to...**  
... take greater responsibility for my actions  
... make correct choices  
... ask for help  
... use support





# REWARDS

At Tilbury Pioneer Academy we aim to encourage all pupils to behave positively at all times and provide support systems for dealing with inappropriate behaviour. We will achieve our aim if good behaviour is rewarded and the rules and sanctions are fairly, firmly and consistently applied when pupils misbehave.

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)

Rewards:

- Praise by adults, written remarks about good work
- Assemblies to celebrate good work and appropriate behaviour
- End of year trophies for good work and behaviour
- Certificates and badges
- Nominated Stars of the Week
- Pupils sent to another adult in the Academy for praise
- Reward stickers which demonstrate how the children are effective learners
- Dojo points for good work and behaviour
- End of year academic reports

# SANCTIONS

Systems to support inappropriate behaviour and sanctions that may need to be undertaken:

1. Pupils are regularly reminded of the rules and sanctions
2. Verbal reminders of appropriate behaviour
3. Missed playtime or part of lunchtime play
4. Part or whole lunchtime red zone
5. If there is continuous inappropriate behaviour at lunchtimes, parents will be notified
6. Inappropriate classroom behaviour may lead to removal to another class for a set period
7. A meeting with parents to establish strategies to support the child
8. SENCO informed – introduction of Special Educational Needs measures
9. Fixed period of suspensions, the re-admittance after meeting with a member of Senior Leadership Team
10. Recommendation for permanent suspension

If an incident is very serious, some of the initial sanctions may be omitted.

Please be aware that the Senior Leadership Team or class teacher will always try to contact parents in the early stages if a child's behaviour continues to be difficult. It is hoped that with the Academy and parents/carers working together, we will be able to support your child and prevent any further behavioural problems.

# ANTI-BULLYING

## INTRODUCTION

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

## DEFINITION

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

Bullying can be:

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

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

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

## AIMS OF THE POLICY

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

We aim:

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



# ANTI-BULLYING CONT'D

## TO PREVENT BULLYING, EACH GLC ACADEMY WILL

- appoint a member of staff to champion anti-bullying practices and to manage the anti-bullying team;
- provide training as appropriate for all staff to raise and maintain their awareness and equip them with ways of responding to bullying;
- appoint and train pupils as anti-bullying ambassadors to have an active role within their Academy promoting anti-bullying;
- hold assemblies and other curricular activities at least once a term to raise students' awareness of bullying and how to report it;
- ensure 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 students and their parents to key information and support;
- take part in the annual National Anti-Bullying Week;
- ensure materials are displayed in prominent places to raise students' awareness of bullying issues and how to report it;
- operate a restorative justice model of intervention that:
  - enables bullies to understand the impact of their behaviour on their victims
  - helps the victim to have an insight into their own behaviour as well as that of the bully;
- create and promote safe spaces and supervised activities for vulnerable students;
- ensure efficient checking of the academy site, especially toilets, lunch queues and secluded areas. It is also important to set up safe recreation areas or quiet rooms and close supervision at the start and finish of each day;
- take every opportunity to create partnerships and to effectively work with outside agencies to address bullying;
- maintain the GLC IT monitoring systems to identify the victims and perpetrators of any inappropriate online activity

## ROLES AND RESPONSIBILITIES

The Head of School in each GLC Academy is ultimately responsible for the well-being of all students and staff. All staff, students, parents 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;
- record each incident as appropriate
- recognise and investigate or report any behaviour changes that indicate a child might be being bullied
- take all incidents of bullying seriously

The GLC Anti-bullying Policy can be view via the GLC website:[www.theglc.org.uk](http://www.theglc.org.uk) - **Key Information > Policies and Procedures**

## ANTI-BULLYING PROCESS

### Step 1 - Speak up and **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	Option 2	Option 3
I can tell a trusted adult in school	I can tell a trusted adult out of school who will talk to the school for me	I can write it down and give it to my teacher

### Step 2 - INVESTIGATE

'At Pioneer - 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 Pioneer 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 continue to monitor the situation and support the victim to feel empowered as well as supporting the bully so that their behaviour changes;
- 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;
- If I **STAND UP** against bullying – the adults in school will support me

#### 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



# 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.

## PARENTPAY

Tilbury Pioneer Academy operates a cashless payment system called ParentPay, 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 and would encourage all our parents/carers to do so.

If you have any questions in relation to ParentPay, please do not hesitate to contact the school office.

## INFORMATION AVAILABLE TO PARENTS

Under the Education Act regulations, the following documents are available to view at the Tilbury Pioneer Academy:

- complaints procedures
- a policy for behaviour and discipline
- the special educational needs policy
- the latest Ofsted report
- attendance information and analysis

Our policies are available via our website at: [www.theglc.org.uk](http://www.theglc.org.uk)

# THE PARENT ACADEMY PARTNERSHIP

## The Role of Parents / Carers

It is our belief at the Tilbury Pioneer Academy 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.

All parents are invited to a personal meeting prior to their child's admission to the Tilbury Pioneer Academy as part of our Parent/Academy Partnership that is signed by all parties.

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 Pioneer's rewards and sanctions 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

## COMPLAINTS PROCEDURE

If you have a complaint about any aspect of Tilbury Pioneer 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 the Tilbury Pioneer Academy. If you are worried about any issues relating to your son or daughter, please contact us in order that we can discuss the situation.







# 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 society.

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

We will:

- care for your child's well-being, learning and enjoyment of their Academy;
- we phone you on the first day of absence if you are unable to contact the Academy;
- inform you of any concerns we have 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 attends Additional Learning Periods [ALPs] and Extended Progress Periods [EPPs] to catch up their learning as necessary;
- their child wears their GLC Academy uniform correctly;
- their child attends their GLC Academy with the correct equipment;
- their child does not bring fizzy/ power drinks to their GLC Academy;
- any packed lunch provided is nutritionally balanced and appropriate;
- their child has a suitable place, at home, to complete home-learning;
- 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 do not phone or text their child during lessons;
- 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.

Children will:

- work at all times to 'improve upon their best' and help others to do the same;
- read regularly and practice their number-bonds or 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 the 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



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 put away. If used again, the phone will be confiscated and held until the end of the day.
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 a restorative justice process that, 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 Tilbury Pioneer Academy'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, Tilbury Pioneer Academy supports and respects each family's right to decide whether or not to allow their child access.

We closely monitor both email and Internet access and will randomly sample 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 Tilbury Pioneer Academy 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 Tilbury Pioneer 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.

## INTERNET 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, and understand that the Gateway Learning Community Trust

Pupil:

As a Tilbury Pioneer Academy 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 by Tilbury Pioneer Academy.

# APPENDIX 3

## GLC PRIVACY NOTICE (PUPIL, PARENT & CARER)GDPR COMPLIANT

### HOW THE GLC LIMITS THE USE OF PERSONAL INFORMATION

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

When using personal data for research purposes, the data will be 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.

### 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 or someone else's physical or mental wellbeing; or
- If we think that the prevention or detection of crime may be adversely affected by disclosing data to you.

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

- Where the personal information is no longer needed for the purpose for which it was collected;
- Where you have withdrawn your consent to the use of your information [where there is no other legal basis for the processing];
- Where there is no legal basis for the use of your information;
- 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 erase the information;
- where you have objected to us using the information, and the legal reason for us using your information has not yet been provided to you.

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

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

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

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

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

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

### **WHO WILL WE SHARE YOUR PERSONAL INFORMATION WITH?**

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

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

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

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

# APPENDIX 3

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.

## 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]

View our policy on information security at [www.theglc.org.uk](http://www.theglc.org.uk)

## IF THE INFORMATION LEAVES THE COUNTRY

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

## HOW LONG DO WE KEEP YOUR PERSONAL INFORMATION?

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

You can view the GLC Document Retention Policy at [www.theglc.org.uk](http://www.theglc.org.uk)

## WHERE CAN I GET ADVICE

You can contact our Data Protection Officer at [DPO@essex.gov.uk](mailto:DPO@essex.gov.uk) or by calling 03330 322 970

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

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

Alternatively, visit [ico.org.uk](http://ico.org.uk) or email [casework@ico.org.uk](mailto: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 Tilbury Pioneer 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 Tilbury Pioneer Academy may ask for a voluntary parental contribution.

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

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

Please note that your permission for participation in regular activities will remain in force whilst your child remains at Tilbury Pioneer Academy. 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.

# NOTES



**GLC Tilbury Pioneer Academy**

All Different: All Equal: Together Improving Upon Our Best

# NOTES



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## GLC Tilbury Pioneer Academy

All Different: All Equal: Together Improving Upon Our Best

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