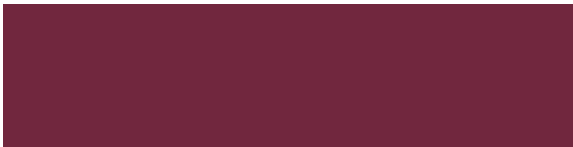




**Admission Booklet  
2026-2027**



## Contact Information

School Hours	8:45 am - 3.15 pm
Headteacher	Mr Russell Mitchell
Deputy Headteacher	Mr Matt Kerry
Deputy Headteacher	Mr Chris Smitheram
SENCo	Mrs Sandra Hearn
Telephone Number	01483 542400
Address	Glebelands School Parsonage Road Cranleigh Surrey GU6 7AN
School E-mail	<a href="mailto:info@glebelands.surrey.sch.uk">info@glebelands.surrey.sch.uk</a>
Absence Line (24 Hours)	01483 542408
Absence E-mail	<a href="mailto:absence@glebelands.surrey.sch.uk">absence@glebelands.surrey.sch.uk</a>

A school calendar will be provided for parents at the start of each year and is available on the school website.

### School Policies

School policies are available online [here](#).



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# Welcome to Glebelands

## Headteacher: Mr Russell Mitchell



I am honored to be Headteacher at Glebelands and to welcome you to the school. As a school, we believe in our motto 'Respect and Achieve.' We expect each of you to respect yourself and others and to strive to achieve your personal best.

Our results continue to improve year on year, and this is down to the hard work of all the students and staff. Grades are of course important and enable students to have choices as they go onto the next stages of their education, but they are not everything. Great success flows from the individual, their character and personal skills. To enhance this, we will strive to give you opportunities outside of the classroom ranging from; sport to music, from art to the Duke of Edinburgh Award scheme. We hope that all students engage in these opportunities as much as possible.

I am delighted you have chosen Glebelands and look forward to supporting your development over your time with us.

## Deputy Headteacher: Mr Matt Kerry



It is a genuine privilege to be Deputy Headteacher of such a special school. Since working at Glebelands I have been struck by the warm friendly atmosphere and politeness of the students at our school. Glebelands is large enough for diverse opportunities and small enough for everyone to be known, supported and encouraged. One of my main roles at Glebelands is to continually improve the quality of education. This involves developing our curriculum intent to ensure students are delivered material that challenges their aspirations, creates opportunities for them to thrive and opens their minds. My role also involves continually driving the improvement of already high-quality lesson delivery from our exceptional staff to ensure students achieve their academic potential.

My door is always open, and I encourage students to speak to me if they need support. You will see me coming into your lessons daily to make sure you are happy and getting an excellent learning experience. I look forward to meeting you on the Glebelands experience and watching you develop into confident young adults during your time at Glebelands.

## Deputy Headteacher: Mr Chris Smitheram



Welcome to Glebelands. When I arrived at Glebelands over ten years ago, I was amazed at the community that I saw. Every child is known by staff, and every child knows the staff - this is a real strength of the school. We are a community school who work closely with the different societies and groups within Cranleigh and very much subscribe to the ethos of School for All.

My role within the school is to ensure that students are looked after, learn how to collaborate with each other, get opportunities to experience more than just lessons and prepare them for the next stage of life, which for the vast majority is college. I strive to ensure that every student at Glebelands attains GCSE results that are not expected of them, but that they leave here with results that are higher than what was expected of them. You will get the opportunity to be involved in sport, music, drama productions, trips abroad and in the UK, the Duke of Edinburgh scheme, visits from outside speakers, work experience, practice interviews, college preparation, helping out at a local day care centre, the Cranleigh carnival, Lego club, department clubs, debating. The only issue for you will be choosing what you have time to do.



## Strategic Vision

Our vision is that the curriculum at Glebelands has a clear intent to challenge aspirations, create opportunities to thrive and open minds. We are committed to providing a curriculum that is broad, balanced and challenging and fosters a love of learning. We value the contribution that creative, practical and vocational learning brings to a child's development alongside the traditional subjects. Every child who leaves Glebelands will have the qualifications, skills, knowledge and character to access aspirational Post-16 opportunities and to lead a life that includes positive relationships, resilience and financial independence.



The key strategic intentions (SIs) set by the governing body reflect the attitude that permeates the school.

1. Minimise in school variation in teacher quality through a clear framework of the 'Glebelands Way' which leads to consistent high-quality learning.
2. Provide a broad, deep and challenging curriculum using individual pathways that meet the needs of all students.
3. Employ and retain well qualified, knowledgeable and skilled enthusiastic staff who will inspire and support students to reach their individual potential.
4. Provide and deliver an effective CPD programme which develops and supports staff to be leading practitioners in their subjects.
5. Every student makes exceptional progress evidenced by all departments' results being in the top 5% nationally with minimal group variation.
6. The school has a very strong reputation in the community with all students in the main feeder schools choosing Glebelands as their school of choice.
7. Provide additional opportunities outside the classroom so that all our students have access to a wide variety of activities outside the scope of the regular curriculum.
8. Improve our facilities year-on-year to provide the best resources that support teaching, learning, opportunities and the community.
9. Ensure our financial position optimises income opportunities so that we can implement the strategic direction of the school to enhance curriculum, staff development and improve facilities.



**Glebelands**  
Respect and Achieve



## Special Educational Needs Department



### SENCo and Assistant Headteacher: Mrs Sandra Hearn

The Special Educational Needs (SEN) Department is made up of a team of committed and enthusiastic staff that will always go the extra mile to support students who find changing to a new secondary school, and sometimes learning, more challenging. Some students find the move to secondary school daunting. We can offer visits to help your child feel more confident and comfortable before September.

To support those students who really find the move to secondary school difficult we offer a daily break and lunchtime club which will provide the opportunity to meet other similar students in a relaxed setting. In some cases, we also offer ELSA sessions where students are encouraged to talk through their feelings whilst completing craft like activities. Some students see the Pastoral Support team to discuss issues that they may have attending school or issues that they may have at home. They are there to support your attendance and emotional well-being at school.

All students on the SEN register meet with Mrs Hearn (SENCo) to write a SEND support document, including a one-page profile, on how best to support you in lessons and this is shared with all of your teachers, so they know what works best for you. The important thing is to tell your teachers if you do not understand the work set and to tell your tutor or Head of Achievement if you have a problem. They will then speak to the SEN department to see if we can offer any additional support to help you.

Some students are offered the opportunity to do LEXIA, an on-line literacy programme, which supports reading, spelling and comprehension skills if you have found this difficult at primary school to help you catch up with your literacy. There may be a Learning Support Assistant (LSA) in some classes who will be able to keep an eye out for you and may be able to offer extra support in some lessons. Sometimes a student may be removed from a lesson or registration period for additional support with their learning.

### Young Carers

The school supports students who are a young carer with a half termly programme of events. This has included Young Carer lunches, a trip to the pantomime, an outward-bound activity day and the opportunity to attend live theatre and music events. Small chocolate gifts have also been distributed at Christmas and Easter. The programme is planned depending on the requests from the group. Young Carers are also supported by Surrey Young Carers who will attend lunches to support students and offer advice and guidance.

It is important that you let the school know if you are a Young Carer so that you do not miss out.



# The Glebelands Way

## *A Framework for great Teaching and Learning*

### **Every lesson – Procedures and Routines**

- Students line up quietly ready to enter the classroom/learning area.
- The teacher is present in the corridor and greets the students into the room.
- Students enter the room and sit down according to the seating plan which must be boy/girl/boy/girl. Alternatively, some teachers may prefer for students to immediately sit down and start a task. Students place their equipment and journal on their desk.
- The teachers follow and apply the school policy for addressing low level disruption.
- Homework material will be placed on My Child at School (MCAS) platform by the teacher.

### **Every lesson – Teaching and Learning**

- Lessons begin with a review of previous learning, this will focus on both recently learnt material and material from previous weeks/months.
- The teacher states the learning objective, they explain what the students are going to learn and how it fits into the Big Picture of the subject or series of lessons, identify key vocabulary and explicitly teach this to students.
- Teachers will explain new material by chunking instructions (bite size your information) and provide them in steps, with checking for understanding in between.
- Teachers will often model to students using an I do, we do, you do approach.
- Teachers will ask a large number of questions and check the responses of all students. Strategies for this could include: Tell their answers to a partner, write a short summary and share it with a partner, write their answers on a mini-white board or similar followed by showing.
- This checking for understanding identifies whether students are developing misconceptions as well as providing some of the processing required to move new learning into long-term memory.
- Have at least a 10 minute period of quiet independent practice. This follows guided practice and involves students working alone and practicing the same material as guided practice, or with only slight variation.

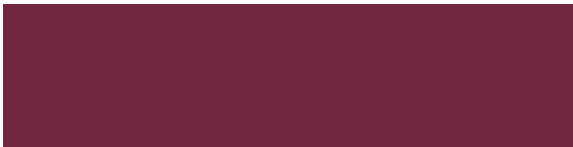
### **Series of Lessons – Teach Boost Teach**

The process for how we approach a series of lessons at Glebelands is as follows:

- Teach a series of lessons
- Identify whether students have made progress through assessment, this could be through a test (not necessarily written) or teacher judgement.
- Allow dedicated time to improve (Boost) on specific areas.



**Glebelands**  
Respect and Achieve



## Glebelands School Day

Time	Activity
08:30	Arrival to school
08:45 - 08:55	Tutor
08:55 - 09:45	Period 1
09:45 - 10:35	Period 2
10:35- 10:55	Break time - All Years
10:55 - 11:45	Period 3
11:45 - 12:35	Period 4
12:35 - 13:05	Lunch time - Years 7, 9,11 Tutor time - Years 8, 10
13:05 - 13:35	Lunch time - Years 8, 10 Tutor Time - Years 7, 9,11
13:35 - 14:25	Period 5
14:25 - 15:15	Period 6



Teachers are very understanding about new students taking time to learn their new school and there are lots of staff and students around who will be willing to help.

It is only natural that students will feel concerned or anxious about starting at a new secondary school, we encourage students to NOT WORRY, as after the first week they will feel at home and have orientated themselves.





## Enrichment

Alongside our relentless pursuit of academic excellence, we believe strongly that enrichment is incredibly important in day-to-day school life. Enrichment involves opportunities to extend experiences beyond 'normal' lessons across a variety of subjects, interests and sports.

### Department enrichment and clubs:

A number of departments run enrichment activities. For example, Science run an afterschool club for budding Scientists, English provide the opportunity to take part in a debating competition, able Mathematicians take part in the UK Maths Challenge, Design and Technology run a Lego Robotics club where they enter a national competition, Drama offers a performance club where the purpose is to develop involvement, confidence and performing skills and Music encourages students to join to compose their own pieces, to learn an instrument or to practise existing skills. Each year the Drama Department collaborates with the Music Department to create a whole school musical production. These are just a few of the clubs on offer, there are also numerous other opportunities for academic support with after-school sessions aimed at preparing you for your GCSEs.

### Sports Clubs:

The cornerstone of our enrichment provision are the daily clubs led by the PE department which are in addition to what is done in lesson time. In the Autumn and Spring Terms the most popular clubs are Football, Netball and Basketball with fixtures in these sports played against other local schools. In the summer term clubs focus on Cricket and Athletics.

### Day Trips:

We have a day in the academic year where all students get an opportunity to have a day out from school to visit somewhere and have fun. Examples from the year before have included Harry Potter World, The Natural History Museum, Tower of London, Marwell Zoo, Sayers Croft, Thorpe Park and Chessington World of Adventures. We feel that it is important to have some fun during the year!

### Overseas Trips:

Getting the opportunity to go abroad with the school is a real privilege and many students would say that the memories from their overseas trips are the ones that stay with them forever. Three of the most frequent trips are an Iceland trip with the Geography department, a Ski Trip to Austria and a French or Spanish trip with the Modern Foreign Language department. These are truly once in a lifetime experiences.

### External Providers:

We have people from local clubs and organisation running some of our enrichment. For example, about 90 of our Year 10 students partake in the Duke of Edinburgh's Award, local music teachers run individual lessons on school site during the day, and we have a group of students who are learning Latin after school.

### Thrive:

Thrive is where we change the structure of the day on a Wednesday for three of the half terms so that every student in the school will get an equal opportunity to participate in an enrichment of their choosing from a list of over 40 clubs.





## Pastoral Support

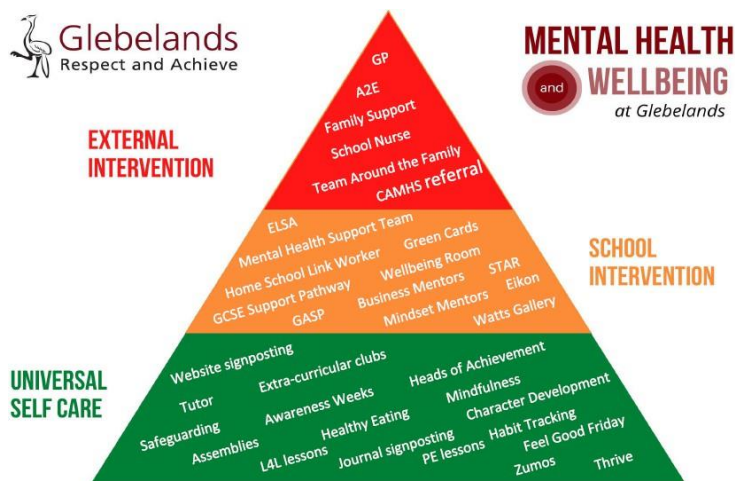
The Head of Achievement has an overview of the year group's behaviour, progress and wellbeing and is responsible in ensuring each student achieves their very best. The My Child at School platform is where student and parents have access to key information such as:

- Progress through termly reports
- Learning Behaviours through daily interactions (commendations and concerns)
- Attendance and punctuality

The Head of Achievement, along with the tutor will monitor these areas.

## Health and Well-being

Glebelands provides a distinctive education in a happy, caring community. Sometimes parents and young people wish to seek advice and support from outside school, please find a pool of resources to support our students, parents and their families with any issues they may be experiencing on the school website. We work with many agencies who can help our families in a wide range of different areas.



## Bullying

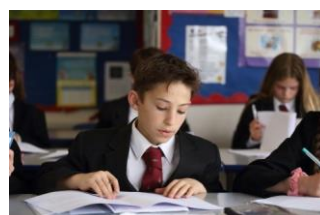
Bullying is always taken seriously. The school has relatively few cases of bullying because we value everyone as an individual and encourage everyone to treat others as they themselves would wish to be treated. If you know that your child is being made unhappy by another student, make sure you contact the tutor or Head of Achievement as soon as possible. We cannot resolve matters if we are not aware of them. For full details of our Bullying Policy please go to the school website.



## Role of the Form Tutor

The tutors meet with their tutees twice a day and ensure our expectations and standards are being consistently met. Tutors will check on:

- **The Individual:**  
The tutor gets to know the individual in their group very well and is responsible for their welfare
- **Progress:**  
The tutor supports the academic and social progress of the students in their group
- **Communication:**  
The tutor will often give out letters and key messages
- **Homework:**  
The tutor will help by offering advice about the organisation of homework
- **Targets:**  
The tutor will help set and be aware of targets to help academic progress
- **Concerns:**  
Leave a message for the tutor at Main Reception. You will be contacted within two working days
- **Rewards and Sanctions:**  
The tutor monitors each student's commendations and concerns
- **Uniform:**  
The tutor inspects uniform daily and may issue yellow cards for short term issues
- **Attendance:**  
The tutor takes the register each day and monitors attendance and lateness
- **Tutor Time Activities:**  
The tutor leads a variety of activities including guided reading, mindfulness, behaviour for learning values, weekly quiz etc





# House System



Glebelands House System instils a deeper sense of belonging and a community feel amongst students. We believe that our House System is a valuable addition to the schools vision as it will enables us to create opportunities for students to thrive, to open minds and to challenge aspirations out of the classroom.

Having a House System at Glebelands is important to ensure that whilst our key focus is academic development, we also want to help students become well rounded individuals with the social skills for later life.

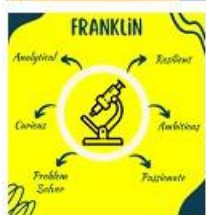
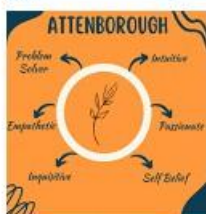
We aim, through the House System to teach students that throughout life they will encounter competition and whilst they may not always be successful, we hope that they can learn the skills and resilience to collaborate with those around them for support to enable them to continue to aspire and ultimately achieve success in all walks of life, whilst at Glebelands and beyond. Therefore, the House System has following life skills that encompass RESPECT at its core:

- Resilience
- Encouragement
- Self-Belief
- Problem Solving
- Empathy
- Co-operation
- Trust

There are six houses at Glebelands each named after an inspirational figure, who has contributed significantly to their field, suggested and voted for by students, each who epitomise numerous life skills themselves and are role models for our students to aspire to be like.

One of the main aims of the House System is to afford older students the opportunity to be a leader and role model and for younger students to aspire. Within each house there will be a tutor group from each year group. In each house there are House Captains and Vice Captains, who help to run and organise events and act as a role model for students within their House.

Throughout the year house points will be awarded for inter house events e.g. sports, bake off, Science, Geography, Chess, Timestable Rockstars, Tassomai, etc commendations and Sports Say; at the end of the year a House Shield will be awarded to the house with the most points overall. We award a cup for sports, arts and charities, as our aim is to include all that Glebelands offers within the House System.





## Communication

We attach great importance to good, open communication between home and school and encourage you to contact us if you wish to say well done or to raise a concern.

If you would like to discuss a concern linked to pastoral, you should contact the tutor in the first instance, Head of Achievement and then the linked Assistant Headteacher.

If you would like to discuss a concern linked to progress, you should contact the class teacher in the first instance, Head of Department and then linked Assistant Headteacher.

**Please note we operate a 48 hour communication return.**

## Rewards and Sanctions

### Rewards:

Students are regularly praised by staff for work or effort above their normal standard. Students can see commendation points on their My Child at School (MCAS) accounts. Small rewards are issued to students for accumulation of commendations. These include certificates, letters, small stationery prizes. In addition, departments recognise effort and achievement each half term and a special celebration assembly is held for each year group. In addition, Department colours can be awarded for exceptional effort and achievement, in PE Cups and Colours assemblies are also held on two of the terms in an academic year.

### Sanctions:

Some students will behave inappropriately from time to time, and a range of sanctions are needed to correct behaviour.

Our expectations ensure a well-ordered school, and we expect parents to support us in maintaining high standards of behaviour. If we become concerned about a student's work or behaviour we will contact home and involve parents. Most routine discipline is managed by talking with the student. A range of detentions are also used:

- Break detentions are used for uniform infringements.
- After school detentions are used for more serious offences and for students whose lack of homework is causing particular concern. Parents are given one day's notice for an after-school detention. The school reserves its statutory right to implement this sanction.
- For persistent disruption in lessons or social time, students will be removed from lessons or social time for a period of time and work in the Inclusion Room.

Detentions and sanction points are also recorded on My Child at School (MCAS) platform for students and parents to view. These points are monitored and when a certain threshold is reached a range of interventions are actioned.





## Attendance

We expect students to have 100% attendance and be in every day. However, at times there are genuine reasons for some absence from school and ill health cannot be avoided. Medical appointments **should not** be taken during school time whenever possible. It is essential that students are in school as much as possible and ensure that they are proactive in catching up on missed work when absent.

### Attendance:

- Students must arrive in plenty of time to enable them to be lined up outside their morning tutor time at 8:45 am.
- We are not able to supervise students who arrive before 8:35 am.
- Should your child be absent or late for school then please ring the absence line on 01483 542408 (24 hour answerphone) or email [absence@glebelands.surrey.sch.uk](mailto:absence@glebelands.surrey.sch.uk). Do not report absences to the [info@glebelands.surrey.sch.uk](mailto:info@glebelands.surrey.sch.uk) email address.
- On the last day of term, students often finish at 12.30 pm. Students are registered before they leave so still receive an afternoon mark. This means that the last day of term is considered a full day.

When calling or emailing regarding absence, please CLEARLY state your child's first name and surname, tutor group and the reason for absence. If we have not received a reason for absence, you will receive communication from the school. If a response is not received the absence will be recorded as unauthorised until you contact us to give that information.

### Sickness:

- Parents/Guardians MUST telephone the absence line (01483 542408) as early as possible EACH DAY when a child is sick to avoid an unnecessary call going out.

### Future Absence:

- If you know your child is going to be absent from school on a future date e.g. medical appointment, then please notify the school as soon as you know by calling the absence line or sending an email to [absence@glebelands.surrey.sch.uk](mailto:absence@glebelands.surrey.sch.uk).

### Lateness:

- Every student who arrives late to school MUST report to student services. Late marks are monitored by their Head of Achievement.
- If a student is significantly late (after 9:05 am) without good reason, they will go straight to the Inclusion Room to complete a morning session.
- Students arriving after 9:30 am will be given a U mark, which is an unauthorised absence for that session.

### Leave of Absence in Term Time - will not be authorised

- If taking leave of absence in term time is unavoidable, a Leave of Absence Request form should be obtained from Student Services in order to inform the school in advance of the absence.



## Attendance, Continued

### Leave of Absence in Term Time - will not be authorised

The Education (Pupil Registration) (England) (Amendment) Regulations 2013, which became law on 1<sup>st</sup> September 2013, states that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Headteacher should determine the number of school days a child can be away from school if leave is granted.

Where a child is taken out of school for 5 days or more and the leave of absence is without the authority of the Headteacher, **each parent** is liable to receive a penalty notice for **each child** who is absent. In these circumstances, a warning will not be given where it can be shown that parents had previously been warned that such absences would not be authorised and that they will be liable to receive a Penalty Notice if the leave of absence is taken.

Unauthorised absence of 5 days or more will result in the issue of a Penalty Notice.

### Penalty Notice

The Education Welfare Service, acting on behalf of Surrey County Council, may issue a Penalty Notice as an alternative to the prosecution of a parent/carer for their child's unauthorised absence from school and requires the recipient to pay a fixed amount within specified time frame.

If the Penalty Notice is not paid within 28 days, the Local Authority must prosecute the parent/ carer for failing to ensure regular school attendance under Section 444 Education Act 1996.

### Penalty Notice Relating to Suspensions

Section 103 of the Education and Inspections Act 2006 places a duty on parents to ensure that their child is not in a public place without justifiable cause during school hours when they are suspended from school. This duty applies to the first five days of each suspension. Failure to do so will render the parent liable to a Penalty Notice.

## Inclusion Officer

All Surrey schools have an allocated Inclusion Officer to support schools and parents to ensure every child goes to school regularly. Inclusion Officers can accept referrals or enquiries from schools or other agencies, parents and members of the public if a child is not attending school.

If attendance of a student falls below 90% the school will communicate this to parents and guardians. Your child's Head of Achievement will offer advice and:

- Work with the student, parent/guardian and school to ensure that they return to attending school full-time.
- Support pupils and parents in resolving issues which may be affecting a child's wish to attend school. To bring this about, a attendance plan or contract is agreed in consultation with all the parties involved. Your child's attendance will then be monitored for a fixed period of time. The Head of Achievement will stay involved until it has been achieved.
- Should attendance continue to decline then further monitoring will take place and there is a risk of further fixed penalty notices.

If the aim is not achieved the School may have to consider [legal proceedings](#). A parent is guilty of an offence if their child of compulsory school age who is a registered pupil at a school fails to attend regularly - Section 444(1) Education Act 1996. In such a situation if the parent knows that their child is not attending they may be prosecuted for a more serious offence – Section 444 (1)

(a) Education Act 1996. If prosecuted, you could receive a community order, a fine of up to £2,500 per parent/carer or a custodial sentence. For full details of our Attendance Policy please go to the school website.



**Glebelands**  
Respect and Achieve



## School Uniform

We would like to inform Year 6 parents that, following new government legislation in England - introduced through the Children's Wellbeing and Schools Bill - which will come into effect from September 2026, we are reviewing our school uniform requirements. This legislation will limit compulsory branded uniform items to a maximum of three (plus a tie for secondary schools), with the aim of reducing costs and increasing the use of more affordable, generic items.

**As a result, we are still in the process of confirming the final items that will need to be purchased from the school shop. We appreciate your patience and will share full details as soon as they are finalised.** In the meantime, please refer to the 2025-26 uniform guidance, and do not hesitate to contact the school if you have any questions.

### Contact Information:

The School Uniform Shop can be accessed through the Christopher Robin Nursery Car Park from where it is sign posted. It is open Monday and Thursday 3:00-4:15pm.

Manager: Mrs Sharon Erricker Telephone: 07840 456490

E-mail: [uniformshop@glebelands.surrey.sch.uk](mailto:uniformshop@glebelands.surrey.sch.uk)

Blazer	Black Skirt or Trousers	Compulsory Tie	White Shirt	Black Polishable Shoes
				

Compulsory PE Polo Shirt	PE Socks	Compulsory PE Bottoms	PE Track Top
			

### ACCEPTABLE FOOTWEAR FOR 3G FOOTBALL PITCH

<b>YES ✓</b> Studs (moulded) 	<b>YES ✓</b> Plastic Studs / Screw In (screw in less than 15mm) 	<b>YES ✓</b> Blades or Boots with metal or metal tipped studs (less than 15mm) 	<b>YES ✓</b> Astro Turf Trainers 	<b>NO ✗</b> Flat Soled eg. Indoor or Running Trainers 
Please make sure your boots are clean and studs are in good condition before going onto the pitch. Anyone with inappropriate or muddy footwear will be asked to leave the pitch as it damages the playing surface. Thank You.				

Changing rooms are locked at the start of lessons. The PE Department do not accept responsibility if valuables are left in the changing rooms during lessons.

Please check the information opposite on footwear for the 3G Pitch. Astro turf boots are acceptable to cover all sports.





## School Uniform Expectations

We have high expectations of our students wearing uniform correctly as it forms part of our identity. It shows respect for our school, pride for our school, taking pride in ones own appearance and pride when representing our school within the community and outside such as in sport fixtures.

	ACCEPTABLE	UNACCEPTABLE
<b>Blazer</b>	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers or sleeves rolled up. Unofficial school badges or blazers with no school badge.
<b>Pullover</b>	A fine knit v-neck black jumper.	Cardigans, hoodies. Jumpers with logos.
<b>Shirt</b>	A white standard shirt short or long sleeved.. The Glebelands' PE polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
<b>Ties</b>	A correctly tied Glebelands tie of appropriate length. We also stock clip on ties.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
<b>Skirt</b> <b>Trousers</b> <b>Shorts</b>	Black box pleat knee length school skirt Black regular fit ankle length trousers. Black tailored smart knee length school shorts  <b>Belts and buckles must be plain and black.</b>	Skirts must not be rolled up.  No 'skinny-fit' trousers, jeans or chinos. No big or branded belt buckles or other colour belts.
<b>Shoes</b>	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Trainer or canvas type shoes.
<b>Socks</b> <b>Tights</b>	Plain black ankle or knee length socks.  White sports socks for PE only.  Plain black or flesh-coloured tights.	Any colour other than dark/flesh for tights or dark socks.  No frills, bows or logos on socks.
<b>Outer Coats</b>	Outer coats should be suitable for the season, either shower proof or waterproof as needed. The coat design should be suitable for school .	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies. Coats/ gilets not to be worn in school buildings or classrooms.
<b>Scarves/gloves/hats</b>	Plain colours only.	Scarves, gloves and hats must not be worn in school buildings. Hats are not allowed in the playground <b>except in hot or cold weather.</b>
<b>Bags</b>	It is essential that students have a strong, sensible school bag in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for schoolbooks. Inappropriately branded bags.
<b>Jewellery</b>	One plain ring, one wristwatch and discreet ear studs (gold or silver based). One piercing per ear lobe. A simple chain/necklace may be worn inside the shirt.	Earrings of any other kind including cartilage piercings/ stretchers. Chokers, bead necklaces, bracelets, brooches, badges not concerned with school. Piercing elsewhere than the ear lobes. Jewellery must be removed for some lessons such as P.E.
<b>Cosmetics</b>	Discrete make-up - blemish concealer and light mascara only.	Coloured nail varnish, gel or acrylic nails or heavy make-up (other than described). No lipstick, painted eyebrows or fake eyelashes.
<b>Hair</b>	Hair should be cut in a style suitable for school and kept clean, neat and tidy.  If hair is cut short then it must be grade 3 or longer.	Extremes of hairstyle (inc. shaved lines, buzzcuts and contrasting length) or colour. No unnatural hair colour (inc. dip dye & ombre). If there is any doubt, please contact the school before going to the hairdresser/ barber.  Ribbons, bows, hair bands and grips that are too big or in a colour or style not complementary to school uniform.



## School Equipment

It is vital that students come equipped to school. The following is a guide as to what students should bring to school on a daily basis:

- Pencil case
- Two blue/black biros
- A green pen for acting on feedback work
- HB pencil
- Ruler (in cm)
- Rubber
- Pencil sharpener
- Scientific calculator—(recommended calculator CASIO FX-83, CASIO FX-83+ or FX-85)
- Protractor
- Coloured pencils
- Small glue stick
- A pair of compasses
- Highlighter pen
- Reading book

Every day during morning tutor time all students read to support their literacy development, please ensure a reading book is included as part of the key equipment.

Please note, correcting fluid/tape, such as Tippex, is not allowed in school.



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## Student Services

Student Services is the main contact point for students during the school day.

### Student Services:

- If arriving late, students will need to sign in and, if leaving during normal school hours, students will sign out.
- Will receive PE kits, packed lunches, etc., when they have been forgotten by students.
- Look after students who are injured or taken ill during the school day and contact home if necessary.
- Update students' contact details, e.g. emergency telephone numbers, home address, etc. **It is important you inform student services of any changes to contact information in writing**
- There is a disabled toilet located at student services.

### Students' Health and the Administration of Medicines:

We believe that students with medical conditions should be supported to play an active role in school life, enjoy the same opportunities as any other students and have full access to all aspects of education. The school's Medical Needs Policy follows guidelines issued by the Department for Education and Local Authority about student's health and the administration of medicines. The policy and detailed procedures are available on the school website.

If a student feels unwell during the school day they are to inform their teacher and then report to the medical room. They will then be assessed, and a call will be made to parents/guardians if they are presenting with a condition that means they need to go home. Students are not allowed to contact parents/guardians directly to arrange to be collected.

### First Aid and Medical Room:

- The staff in student services are all first aid trained. The medical room stores medication for students as required.
- If a student has a life-threatening condition such as a severe allergy, asthma and Type 1 diabetes, then their Health Care Plan must be shared with the school. Spare labelled, medication must be given to the school for safe storage in case of an emergency. Please refer to the Medical Needs Policy on the school website.
- The staff in student services are able to administer paracetamol (liquid or tablet form) should it be required at break and lunch time. Notification of time administered will be recorded in the student journal, please check this page to monitor the frequency of paracetamol consumption by your child. Any other medication that needs to be given to students must be handed in to school in its original packaging with a signed permission form completed. **Please ensure you have given consent on page 7 of the Policy Agreement and Consent Forms Booklet.**

### Lost Property:

- Any left items are brought to Student Services and kept in the lost property box.
- We encourage all personal items to be clearly labelled with the students name so that items can be easily returned.
- Lost property is reviewed every half term and any unnamed items not claimed are taken to charity.





## School Dining Facilities

The dining hall is a large area where students can purchase snacks (savory and sweet), main meals, sandwiches, salad items and a variety of soft drinks at break and lunch time. There is a wide choice of options.

Allergy information is available on all items. Students choose their own food and drinks, and dining hall employees are always on hand to answer any queries.

**Dining facilities are managed by The Pantry, who operate a cashless system.** The system used is biometric and on their first day in school, each new student will have the opportunity to have their index finger scanned to use the fingerprint recognition software for all transactions.



It is important to note that the fingerprint images cannot be used by any other source for identification purposes. The system uses an image of the fingerprint to create a mathematical algorithm and then discards the fingerprint, only the numbers remain and these cannot be reinterpreted back into a fingerprint image.

If you do not wish your child's fingerprint to be read, then an alternative card method is available. However, should a student lose an encashment card they will need to purchase a new one at a cost of £5.00.



### Free School Meals

Students who are entitled to Free School Meals will have their fingerprint read along with the other students. An automatic credit will be added to their account each day for their lunch. They are able to top up their account with extra money if they wish to purchase food and drink at break.

**Please indicate on the Admission Application Form if you require an application form.**



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## Lockers

Lockers provide a safe, central space to store bits and pieces rather than carrying around school. Lockers are an optional purchase and are available to rent from Independent Locker Solutions (ILS). Please refer to the letter enclosed with this pack.



## Online Payment Method

My Child at School (MCAS) is our secure online payment system which can be accessed via the Glebelands website 'Quick Links'.

My Child at School (MCAS) allows for easy payment of your child's school meals, trips and events. **Please note that we do not accept payment by cash or cheque for trips/events.**

The benefits of using our online payment system are:

- Your child will not have to carry cash for their catering needs or trip payments
- No queuing at break or lunch for your child as payment/consent will already have been made online
- You can track your trip payments and see on a regular basis which trips are available to your son/daughter
- You can check your child's canteen balance and view transactions online.

My Child at School (MCAS) registration details will be sent home via an email. Our school is cashless and all payments are made online.





## Valuables

Students **SHOULD NOT** bring in personal valuables and other electrical equipment. The school does not accept responsibility for the loss of valuables if brought in.

## Mobile Phone and Smart Watches

Students are allowed to bring in mobile phones, but they **MUST NOT BE SEEN OR HEARD**. They should be switched off and kept in the student's bag during the school day or while on the school site. Smart watches are not permitted.

**If a student is seen with their mobile phone during the day, it will be confiscated immediately and taken to Main Reception where it will be stored safely. For a first offense, the child can collect it at the end of the school day and will sign for its release. For a second offense, parent/guardians will be called to collect the mobile phone.**

Kindles/e-readers can be brought on to school site, but this is at the students own risk.

## Local Visits and Trips

We sometimes take students out on supervised local visits. 'Local' means in and around Cranleigh and further afield for sports fixtures. **Please sign the Consent Form on the Application Form to give your agreement to this.**

We offer a variety of different trips throughout the year. These are planned in advance and notice will be given to secure a place usually with a small deposit. Sometimes popular trips which have limited numbers such as a theatre trip, places will be allocated on a first come first serve basis.

If a visit or trip involves any kind of cost a voluntary contribution will be sought. You will receive a letter with details and consent form in these cases.

## Cycling to School

Glebelands School supports students who wish to walk or cycle to school. Students and parents should be aware of the following conditions:-

- Parents accept full responsibility for their child cycling to and from school.
- Students are strongly advised to wear a bicycle safety helmet and appropriate safety clothing.
- Cyclists must dismount before entering the school grounds, and at all times walk the cycle within the school grounds.
- All bicycles must be locked securely in the cycle parking area.
- The school accepts no liability or responsibility for the safety and security of bicycles.





## Emergency School Closure

In the unlikely case of an emergency e.g. snow during the day, we need to be able to arrange the prompt and safe dismissal of our students. We ask for permission to send your son/ daughter home in these circumstances without having to first contact you.

**However, please note that before students are dismissed parents will be made aware of the decision to close via a text message, email and through the school website.**

If you give permission for your child to be sent home, then:

- If they live locally; they will leave the site as soon as the decision to close is made
- If they use public transport; they will be escorted to the village bus stop by a member of staff
- If they use a SCC bus; they will be kept in the Dining Hall under supervision until the appropriate bus arrives.

If you are unable to give this permission, you will be telephoned after the decision to close has been made and asked whether your child can be sent home or whether you will be collecting them from school. It is important to make you aware that in these circumstances a student may have to forfeit their place on a SCC bus if the bus company deems it unsafe to wait for telephone calls to be made. In such circumstances, parents will need to collect their child from school.

**Please sign the Consent Form on the Admissions Form to give permission for your child to be sent home without a personal telephone call from the school.**



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## School Council

Glebelands School Council is a brilliant way for students to take part in a democratic system and to contribute ideas and views to improve the school.

The council itself is a formal group of students, composed of two Tutor Representatives from each tutor group. Their role is to facilitate discussions and collate the views within their tutor groups in order to present them at School Council meetings; in this way, every student's views and opinions are valued. Tutor Representatives also present back to their tutor groups each term.

The meetings are chaired by our School Council Leadership Team, usually comprised of a Head of School Council and Deputies from Year 10, so the Council is truly run by students, for the students. The School Council Leadership Team meet with SLT to present their findings and requests on behalf of the whole student body.

Students who wish to take part at all stages apply via their tutors and a democratic process of secret ballots takes place, including a whole school election for the position of Head of School Council. For this prestigious role, students in Year 10 write letters of application and sit interviews to make it onto a shortlist to present their election campaign to students in order to win their votes.

The Glebelands School Council is therefore an empowering way for students to get their voices heard and to leave an impact on the issues that matter to them. Previous school improvements led by the School Council include, the additional option of school shorts as part of the summer uniform, improved food options and dining hall facilities as well as additions to the school site such as picnic benches and the installation of a defibrillator. The Eco-Committee have championed green initiatives and have collaborated with For Earth's Sake in Cranleigh on our move towards becoming a plastic free school. Other sub-committees have included a Wellbeing team who have raised awareness about student concerns and ran a competition for the inspiring, positive artwork now displayed in all student toilets. Plenty of fundraising events have also been lead and the School Council have been key in decision making on the charities supported by the school including Children on the Edge and One Cranleigh.



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## Starting a new Secondary School (for Year 7 Students)

The transition to a new secondary school can bring on a mix of nerves and excitement. Please find below the six common concerns and strategies to support:

### Travelling to school by themselves

- Have several trial runs of the journey, building up their level of independence gradually.
- Consider downloading an app which allows you to track where they are (such as 'Find My Friends') – also useful when picking them up after school trips.
- Arrange for them to travel with a friend and allow plenty of time.
- Keep emergency phone numbers in their bag, in case they lose their phone and need to contact you.

### Getting organised

- Pack their bag the night before, using the journal as a guide for which books and homework are needed.
- Use a folder to keep the work for each subject together.
- Encourage them to check off what they need against their timetable.

### Homework

- Get into a routine for getting homework done on the night that it has been set.
- Make sure they have a suitable space to work in. A quiet shared area can help you to ensure they are not getting distracted!
- Get your child to mark their journal with the deadlines for each subjects' homework in different coloured pens.
- Prioritise by teaching them how to create a to-do list with the pieces of homework needed soonest at the top.
- When signing their journal, talk through what needs doing and how they will organise their time. Help them to distinguish between tasks that are best staggered over time (revision, research, etc.) and self-contained tasks that can be done and then ticked off.

### Building confidence and making friends

- Remind your child that everyone is in the same boat when they start. Talk to them about ways to initiate conversation if they find this difficult.
- Remember friendships take time to develop: don't panic if they haven't made a friend immediately.
- Encourage them to join clubs and become involved in school life. This can be a good way to make friends with students in other tutor groups and year groups.





## Starting a new Secondary School, continued

### Taking longer than expected on homework

- If this is a 'one-off', do not panic. Your child may have found something particularly interesting or challenging and wants to do a thorough job.
- If it happens regularly, talk about the reason with your child. They may be misunderstanding the level of detail required, finding something hard or simply doing too much.
- If it continues, encourage your child to talk to their subject teacher. If your child is not confident enough to do this themselves, a quick call or a note in their journal may be useful.
- The school has a homework club that runs after school from 3:15 - 4:30 pm every day in one of our computer suites.

### Taking time to settle

- Try not to panic if they have not made a new circle of friends immediately; this is very common. Reassure your child that it often takes time for new friendships to form.
- Suggest they join a club at lunch time or after school. Sometimes these start once the term has begun, so this can be a good time to meet new people, now that your child has got used to the new routines of school life.





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