

ROYAL WOOTTON BASSETT ACADEMY PROSPECTUS



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ROYAL WOOTTON BASSETT ACADEMY

1. VISION, VALUES AND AIMS

At Royal Wootton Bassett Academy, we are determined to ensure that all students are provided with the learning experiences, learning opportunities and all-round support they need to be the very best version of themselves that they can be.

Our Vision is one that recognises that success comes in many shapes and forms and should be celebrated in the largest and smallest of ways. For students and staff to individually and collectively progress, we must personally develop and learn from our mistakes or the challenges that lay before us each day.

This process is supported by our Values, and we apply them every day, to everything that we do:

Respect - we aim to be respectful to each other, to our environment and to understand our links within a diverse world.

Well-being - we aim to consciously promote and achieve positive mental and physical well-being, to draw on skills and tools to support our journeys and to be resilient.

Balance - we aim to recognise our academic goals and achievements and to balance them with the love and attention we should give to ourselves as a whole.

Aspiration - through having high expectations, we aspire to progress in everything that we do.

We believe in...

- fostering a love of learning, amongst students and staff.
- aspiring to be our best.
- providing a broad and balanced curriculum, which presents challenging opportunities and pathways for all students.
- facilitating equity for all students through staff/student collaboration.
- developing a caring community, which encourages respect, tolerance and understanding of each other.
- valuing students and celebrating all of their contributions and achievements.
- embedding Children's Rights and the UNCRC.
- enabling our students to understand how to be accountable for their own development and choices.
- listening to the contributions of all students and staff.
- creating a sense of wider belonging – a shared responsibility for the development of the whole.
- recognising the value of links with the wider local, national and global communities.

We will aim to...

- celebrate learning of all types by finding ways to ensure that students enthuse about their experiences, lessons, their skills and their knowledge.
- put the student's experience and needs at the centre of what we do.
- enable everyone to understand their personal journey through school, through curriculum design and personal progression.
- recognise all students and staff as role models and leaders.
- support and guide students in formulating and achieving ambitious, yet realistic pathways.
- achieve a smooth progression through and beyond the various phases of formal education.
- promote activities, and experiences which provide interaction between the school and wider society.
- communicate honestly and clearly so that we can encourage the involvement of parents for the benefit of all.
- encourage all staff to be informed; to research; so that their voice and ambitions can help to shape our school to be the best version of itself.
- secure the maximum benefits from the financial resources available to the school.

2. ADMISSIONS

Admissions for your son/daughter to be admitted into Year 7

If you are intending to apply for a place at this school for September 2025, you should note that the **Academy cannot guarantee any application and strongly suggests that Parents submit their application before the deadline date of 31st October 2024.**

Making an application

- Parents can apply online from 1st September 2024 through the council they pay their council tax to.
- Details will be available to all Year 6 pupils attending a maintained mainstream Wiltshire school. Forms will also be available from County Hall in Trowbridge – Tel: (01225) 713010 or can be downloaded from their website.
- Parents should only use a Wiltshire form if they live within Wiltshire. If they live outside of the County and wish to apply for a Wiltshire school, they should name the school on the form produced by their home authority, e.g. Swindon.
- Applications should be used for prospective Year 7 children who have a date of birth between 01/09/2013 and 31/08/2014.
- If your child has an Education Health Care Plan, you should contact your SEND case worker, as your child's admissions will be handled by the Central SEND Team and not by the School Admissions Team. You cannot apply online or use the common application form.

Closing date

- All applications must be received at County Hall before 12 noon on 31st October 2024.
- All paper applications will be acknowledged, and parents are advised to contact the Customer Care Unit if they have not received their acknowledgement slip within ten days of it being submitted.
- Electronic applications are acknowledged by email.
- Please note: Proof of application must be provided if parents claim that an application has been lost. This can include proof from the Post Office or a completed receipt from the School Admission Team.

Notification date

- All parents whose applications were received on or before the deadline date will have their notification letter posted to them first class on 5th March 2025.

Applications for all other Year groups

- Applications for all other Year groups are now made through www.wiltshire.gov.uk and forms will be available from County Hall in Trowbridge – Tel: (01225) 713010 or can be downloaded from their website.

Admissions Policy

This policy is that of Royal Wootton Bassett Academy, though it largely follows the policy advice given by Wiltshire Council's School Admissions Service.

School Designated Area

Royal Wootton Bassett Academy is an 11-18 school with a comprehensive intake serving the town of Royal Wootton Bassett together with an area extending to the villages of Broad Town, Clyffe Pypard, Lydiard Millicent, Tockenham and Lyneham.

For the purpose of this policy, the designated area is determined as the discrete geographical zone served by a school. The address that determines a child's designated area is the place he/she is ordinarily a resident with his/her parent(s) or legal guardian(s). Some addresses are within a shared area.

Admissions Criteria

Royal Wootton Bassett Academy is considered to be over-subscribed in specific Year Groups and it is worth you knowing the Oversubscription Criteria and how places are allocated in order of the ranked criteria listed below -

1. Looked After Children/Previously Looked After Children

The definition of Looked After Children - a 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22 (1) of the Children Act 1989).

2. Vulnerable Children

Children from families registered with the National Asylum Support Service; children or families with a serious medical, physical or psychological condition where written evidence is provided at the time of application from a senior clinical medical officer and the general practitioner or specialist showing that it would be detrimental to the child or family not to admit to the preferred school; children with particular educational needs where written evidence is available from Statutory SEN services to show that it would be detrimental to the child not to be admitted to the school;

For the purpose of the above criteria the word 'families' is determined as living at the same address at the time of application and also living at the same address on a permanent basis. Proof will be required.

3. Designated Area Siblings and Shared Area Siblings

A child is considered under this criterion if a sibling is attending the school as at the deadline date and where the child lives within the designated area or shared area at the same address as the sibling. The sibling must not be in year 11, 12 or 13 of the school at the deadline date. Step, half and foster siblings are included in this category;

4. Other Children from the Designated Area or Shared Area

Children resident within the designated area or shared area who do not qualify under one of the criteria above.

5. Other Siblings out of area

A child is considered under this criterion if a sibling is attending the school as at the deadline date and where the child lives at the same address as the sibling. The sibling

must not be in **Year 11, 12 or 13** at the deadline date. Step, half and foster siblings are also included in this category;

6. Children of staff at Royal Wootton Bassett Academy

A child is considered under this criterion:

- i. Where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made, and/or
- ii. The member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.

If applicants wish to be considered under this criterion, then a letter from the Head Teacher confirming one of the above applies to the applicant and this must be provided at the time of application.

7. Other children out of area

Children to whom none of the above criteria apply.

Tie Break

If Royal Wootton Bassett Academy is oversubscribed within any of the above categories, the straight-line distance from the child's home address to the school will be used as the determining factor. Distances will be supplied by the Local Authority according to the Ordnance Survey eastings and northings for the child's home address and the school. Those living closer to the school will be given priority.

If two or more children with the same priority for admission live an indistinguishable distance from the preferred school but cannot all be admitted then the available places will be decided by casting lots.

Waiting Lists

Waiting lists will be maintained for all intake year groups. Children will automatically be added to these lists if a preference higher than the school place offered has been refused. All applicants have the right of appeal against any refusal of a place. The existence of a waiting list does not remove this right from any unsuccessful applicant.

The position on the list will be determined by applying the published over-subscription criteria and not by date order of receipt. This will mean a position will change if a later application is received from someone with higher priority according to the oversubscription criteria.

Waiting lists for all year groups will close at the end of the academic year.

Parents may submit a fresh application for the next academic year group which will be considered from 1st May 2025 onwards.

Places that become available will not be offered to pupils who are not on the waiting list.

If your child is offered a place from a waiting list, then you must accept or decline the place within 10 working days of the date of offer. If the place is not accepted, then a further letter will be sent informing the applicant that should they not accept or decline

the place within 5 working days the place will be withdrawn. A further letter will be sent informing the applicant the place has been withdrawn.

Notes:

- Names will only be removed from the lists if a written request is received or if the offer of a place that becomes available is declined.
- Registration of interest on a school's Pre-Admission List will not be considered as an application for a school place.
- Parents must contact Royal Wootton Bassett Academy to obtain information on the existence and or maintenance of a waiting list.
- Except for Service Families, children will be considered to be living within the designated area for a school on receipt of an exchange of contracts or a signed tenancy agreement but this agreement must be for a 12-month timespan.
- Except for Service Families, children will not be considered to be a sibling unless their brother or sister is attending the school or Sixth Form and is expected to still be in attendance at the chosen start date.

Applications for Secondary Year 7 Intake – applications received after 31 October 2024

Applications received after the deadline of 31 October 2024 will be considered as late applications.

Applications received between the 1st November 2024 and 9th March 2025 will be treated as second round applications.

Applications received after the 10th March 2025 will be treated as third round applications.

Our strongest advice is that you ensure that your application is received by Wiltshire LA before the deadline of 31st October 2024 to hit the first round of applications.

3. PROSPECTIVE PARENTS – VISITS TO SCHOOL

We welcome visits of potential parents and their sons and daughters as we believe it is important they feel comfortable with the school ethos and curriculum. To arrange a visit please contact Mrs Michele Pocock on (01793) 841900. Mrs Pocock is responsible for co-ordinating visits and prospective applications for new students; upon contact with the School, Mrs Pocock will arrange a school tour and offer advice on the whole process.

Parents should note that the number of places available for Year 7 in 2025 is 287. The number of applications received for September 2024 was over 450. We pride ourselves on being the Number 1 choice of Secondary School for many parents in the Royal Wootton Bassett and West Swindon areas and this year, we will continue to welcome applications from within our designated catchment area and out of area applications, but we cannot guarantee places.

4. ATTENDANCE (LEGAL REQUIREMENTS)

There is a strong correlation between a student's attendance at school and the standards they achieve. Therefore, the Academy is committed to a positive policy of encouraging students to attend school regularly. The Academy will work with parents and students to secure the same. Parents have a legal responsibility to ensure their child's regular attendance.

Parental responsibilities relating to attendance at school include: -

- Ensuring that their child arrives at school on time, appropriately dressed and are 'fit to learn' (i.e. not too tired or too hungry to learn).
- Working in partnership with the Academy to help their child/children gain an appreciation of the importance of attending school regularly.
- Working in partnership with the Academy to take an active interest in their child's academy career, to reinforce our policies/arrangements on homework, behaviour and approach to learning, to attend parents' evenings and other meetings where necessary.
- Working in partnership with the Academy and other agencies (as and when appropriate) to resolve issues relating to non-attendance.
- Notifying the Academy if their child is absent. Contact with the Academy via email – abs@rwba.ascendlearningtrust.org.uk
- We also use an automated service that will notify parents of a child's absence and request an immediate response / reason for absence.
- Parents are respectfully requested to refrain from arranging medical or dental appointments during school hours and, unless unavoidable, not to book holidays during term time.

Record of Attendance 2023-24

Total number of pupils on roll of compulsory school age	1,433
Percentage of pupils' sessions (half days) missed through authorised absence	5.45%
Percentage of pupils' sessions (half days) missed through unauthorised absence	1.19%
(figures taken from SIMS)	

School Leaving Age (Legal Requirement)

Compulsory school age embraces any child who has attained the age of five years old, up to the last Friday in June during the year that s/he becomes 16 provided that the child's birthday is before the beginning of the next school year. The Raising of the Participation Age does not affect the Compulsory School Age. However, its effect is that a person who ceased to be of compulsory school age but has not yet reached the age of 18 (or attained a level 3 qualification), is under a duty to participate in education or training. From the end of the traditional Year 11 or end of Key Stage 4, students will follow appropriate pathways that will cater for their individual needs. These pathways could include academic classroom teaching, accredited training courses, Apprenticeships or work-related placements.

5. ANTI-BULLYING POLICY STATEMENT

Policy Statement

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential. Department of Education (2017)

Policy Aim

Royal Wootton Bassett holds values of respect, well-being, balance, and aspiration to create an environment where young people flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the academy community. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

All students, parents, staff and governors should understand what bullying is. Staff and governors should follow the school policy when bullying is reported or suspected. All students and parents should know what bullying is and inform a member of staff if bullying arises. The Academy will always take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying. Please see website for the full policy.

6. UNICEF Rights Respecting School

We are a UNICEF Rights Respecting School and this means that we place the rights of every child at the heart of what we say and do. We teach our students about the UN Children's Rights Charter, what the Articles contained within it mean for them and other children around the world and how they should act upon those Articles.

Our students have created their own Charter based on the UNCRC and the 3 most important Articles to them are:

1. You have the right to give your opinion and for adults to listen and take it seriously.
2. You have the right to a good, quality education. You should be encouraged to go to school to the highest level you can.
3. You have the right to play and rest.

The UNCRC and its Articles are explicit around our school and in our teaching and the Student Parliament refer to them in their actions on behalf of the wider student population.

7. EXAMINATION RESULTS 2024

Royal Wootton Bassett has an established reputation for academic attainment consistently achieving above the national trend.

2023 - 2024 Summary of GCSE Results (Unvalidated Results)

- 70 % achieved a Grade 4 in English and Maths
- 51 % achieved a Grade 5 in English and Maths
- English 77% achieved Grades 9 to 4
- Maths 78% achieved Grades 9 to 4

2023 - 2024 Summary of Post 16 Results

- 23% of the grades were A*-A
- 50% of the grades were A*-B
- 99% of the grades were A*-E
- The average grade for the whole cohort was a C+

A more comprehensive breakdown by subject is available on request.

8. SIXTH FORM EDUCATION 2023-2024

There were 136 students in Year 13 of which 75% applied for and gained a place at University, or on a Level 4 Course. The remaining 25% of the Year Group either took up higher apprenticeships, embarked on further study, took up employment or planned an alternative route.

At Royal Wootton Bassett Academy Sixth Form there is a programme put in place to support students with their pathways post-18 whether it be:

University - Oxbridge admissions training, medic/vet specific seminars, personal statement guidance, university visits, listening to guest speakers, opportunities to engage with Super curriculum into the workplace directly or via the apprenticeship scheme. - careers interviews/guidance with dedicated in-house professionals, CV writing skills development, opportunities for work experience in industry etc. The emphasis is placed on the individual student and supporting them with their progression through Post 16 studies and beyond.

RWBA Sixth Form also offers the Extended Project Qualification and an extensive A level mindset programme is delivered to all students.

This academic year, we had many students successfully gaining places at Russell Group Universities on degrees as varied as Maths, Computer Science, Law, Oceanography, Social work, Mechanical and Electronic engineering, Architecture, and Archaeology.

9. PERSONALISED LEARNING

At Royal Wootton Bassett Academy, we believe that the individual needs of all students should be recognised and addressed. This is the case where either the students are particularly gifted or where they have trouble in accessing a part of the curriculum. The policy of the school is that pupils with a special educational need or disability should be taught within their Year group and, whenever possible, within their normal classes. Withdrawal from lessons will be considered in individual cases when this is felt to be in the best interest of the child concerned and where resources allow.

The SEND Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Teaching Assistants work in teams based on these main areas of need and with their specific SEND knowledge can offer prompt, appropriate and relevant support for identified groups of students. They also advise teachers on learning strategies that work when supporting students.

Students who have an Education, Health and Care Plan and those placed at SEN Support are monitored closely by the Personalised Learning Team. Teaching Assistants readily support in lessons as well as leading reading intervention programmes and social skills groups. We have a quiet room for break and lunch times which is highly valued by students who have an Autistic Spectrum Disorder and anxiety needs.

All students with SEND are invited to attend the supported homework club that runs from 3-4pm on Mondays to Thursdays led by the Teaching Assistants.

Parents are encouraged to contact the Assistant Headteacher/SENCO or one of the four SEND Leads if they have any questions regarding entitlement to additional support.

In addition, students work with tutors on understanding how they learn and ways to develop their skills in a specifically designed course called i-Learn. Within this, students follow a programme of study that encourages a "Growth Mindset", that is not to accept that learning and progression should be curtailed to a specific standard or label, but that everyone has the ability and capability to grow and develop beyond expectations. We also develop areas such as independent study, emotional intelligence, healthy body and healthy mind, leadership and enterprise.

We work closely with external professionals from Wiltshire and Swindon SEND, as well as with Wiltshire Educational Psychology Service, the Specialist SEN Service, Wiltshire Speech & Language Therapy, the Visual and Hearing Impairment Services and CAMHS.

10. TRUST AND ACADEMY GOVERNANCE

RWBA is part of the Ascend Learning Trust. The Trust is run by a Board of Trustees, Trustees are Directors of the Trust that 'own' the Academy and they are responsible for setting the strategic/high-level objectives for the Academy. The Local Governing Body (LGB) comprises parents/carers, staff and members of the local community. We ensure the vision, ethos and strategic direction of the school. All the great teaching, learning and extra-curricular activity undertaken at RWBA is supported by the Local Governing Body. We look forward to welcoming your family into our school community.

The Local Governing Body has the statutory duties:

- to ensure that the Academy is financially sound;
- to ensure that policies are in place to achieve the aims of the Academy;
- to set targets and
- to monitor performance against those targets.

Each year the Board produces a fully audited Annual Report and Accounts to Companies House to demonstrate how it is using the income provided by the Government Education Funding Agency to deliver good quality education to the students of Royal Wootton Bassett Academy. The day-to-day management of the Academy is delegated to the Headteacher, members LGB also contribute individual skills and experience where these can assist with specific projects.

If you are interested in becoming a Governor, please contact the Chair via the school reception.

ADDITIONAL INVOLVEMENT WITH THE SCHOOL

There are many opportunities for Governors to support school activities to develop understanding of the students and staff's experience of teaching and learning, and of pastoral care.

It is recognised that, as volunteers, Governors cannot necessarily attend school activities during usual working hours, but relevant events are not limited to those hours. Activities governors might consider attending or supporting are:

- Participating alongside staff in a pre-arranged programme of activities
- School trips and local visits
- Evening events
- Spending time in the school during the school day to familiarise themselves with the environment (classrooms; labs; specialist facilities; staff room) and meet staff and students
- Governors with special skills or interest may like to develop close links with relevant areas in the school

Individual governors will be expected to commit to:

- Attendance at the Local Governing Body meetings, usually held on Wednesday evenings
- Spending a certain amount of time in school each year at school events or activities of interest to them and in support of school needs
- Taking a Champion Role to individual areas and reporting back to other Governors at LGB

GOVERNOR DEVELOPMENT AND TRAINING

The LGB has developed an induction programme for new Governors, and in addition Governors are asked to attend formal training courses from a variety of sources. We subscribe to Wiltshire Governor Support Services which provides a full programme of governor training, some of which is available on-line. The LGB may organise information/training sessions prepared by staff or invite external experts to give short courses/presentations at meetings.

Individual governors are expected to:

- keep abreast of training opportunities through the regular correspondence circulated by our clerk
- attend at least one formal course a year, chosen to reflect personal interest and school needs
- provide feedback on the course to other governors at a sub-committee or FGB meeting

If you would like further information about the work of the Governors or like to consider becoming a governor, we like to hear from you. Please contact the clerk to the governors.

COMPOSITION OF LOCAL GOVERNING BODIES

Each LGB comprises up to ten members (Local Governors), including:

The Head teacher of the Academy;

At least two elected parents or guardians of a pupil at the Academy (Parent Local Governors); with the option of up to two employees of the Academy comprising one teacher member and one elected non-teaching staff member elected by employees of the Academy

(Staff Local Governors)

And such other members as the Trustees decide.

Each LGB shall have a Chair and a Vice-Chair.

The length of service of all Local Governors and the Clerk to the LGB shall be four years. Subject to remaining eligible to be a Local Governor, any Local Governor may be reappointed or re-elected at the end of his or her term.

Every person wishing to become a Local Governor will be required to sign a declaration of acceptance and of willingness to act as a Local Governor.

PARENT GOVERNOR

Must be a parent (or carer) of a registered pupil at the time of their election or appointment. The manner of election (by other parents at the Academy) or appointment (by Governing Body if insufficient nominations) is prescribed by regulations. Not disqualified from continuing to hold the position when pupil leaves Academy.

THE HEADTEACHER

The Headteacher is a member of the Governing Body by virtue of office.

COMMUNITY GOVERNORS

Appointed by the Governing Body to represent community interests; will live or work in the community served by the Academy or be a person who the Governing Body believes is committed to the good government and success of the Academy.

11. THE SCHOOL DAY

8.15am – 8.30am	Meet zone
8.30am – 9.00am	Period 1 – i-Learn
09:00am – 10:00am	Period 2
10:00am – 11:00am	Period 3
11.00am – 11.20am	Break
11:20am – 12:20pm	Period 4
12.20pm – 1.00pm	KS4 & KS5 Lunch
1.00pm – 2.00pm	KS4 & KS5 P5
12.20pm – 1.20pm	KS3 P5
1.20pm – 2.00pm	KS3 Lunch
2:00pm – 3:00pm	Period 6
3:00pm	End of normal school day
3:00pm – 4:00pm	Period 7 – extended day / enrichment

On Mondays, Tuesdays, Wednesdays and Thursdays – some Sixth Form lessons will be scheduled from 3:00pm to 4:00pm to enable more in-depth study. A wide variety of enrichment activities take place at the end of the school day.

12. Mobile Phones

We operate a no mobile phone policy in school from the hours of 8.30am to 3.10pm.



If a student is found using their mobile phone it will be confiscated, and an afterschool detention is issued and the phone returned after the detention. If this happens again then parents are brought in for a meeting with the year team to discuss. Medical exemptions do apply and are given an exemption card i.e. for those with diabetes having to check blood levels etc. This can be arranged via the Year Team.

13. SCHOOL TRANSPORT

For eligible students, all transport contracts are fixed and organised by the Passenger Transport Unit at County Hall, Trowbridge. For pupils of compulsory school age (Years 7-11) free transport is provided for students if they live in the Academy transport catchment area and are at least 3 miles from school with no safe walking route.

Royal Wootton Bassett Academy provides extensive subsidised bus services for students living outside the catchment area. The cost of this is £1100.00 (2024/2025) per academic year. We currently running 3 buses from RWBA however, the bus routes and timetables are subject to change depending on pupil numbers

Students who travel on school transport are issued with a bus pass, which they must present to the driver for verification on each journey.

Students catch and board the buses in the prescribed bays at the front of the school at 3:00pm. It is expected that behaviour on school transport will always be exemplary and a Transport Behaviour Contract is agreed and signed by all parents and students in order to ensure the best standards of behaviour on school buses. The Academy reserves the right to remove students from its transport services if these standards of behaviour are not adhered to.

14. SCHOOL UNIFORM

The uniform is an essential contributor to the ethos of the Academy and should be worn in a manner which reflects a pride in belonging to Royal Wootton Bassett Academy. It helps to strengthen the identity of our students and build our inclusive community.

For this reason, all students are expected to show a pride in their personal appearance. We have an affordable uniform policy with minimal items decorated with the 'Academy motif'. We have a winter and a summer uniform for the comfort of our students. It is purchased online from our uniform suppliers Price and Buckland.

We also encourage the "reuse" approach to uniform and run a second-hand uniform hub in school. Parents who experience financial difficulty with the purchase of uniform can also seek support from the school.

All students at Royal Wootton Bassett Academy comply with the uniform regulations and the support of parents is traditional and valued. We all share the pride that the uniform represents.

The full uniform list can be found on our website.

Additionally, students are expected to be equipped with suitable bags or cases to ensure that books and equipment are secure and unlikely to be damaged.

We have an expectation of support in restricting the wearing of jewellery or piercings, extreme haircuts or unnatural colouring of hair.

General Points

Coats:

Plain, dark coloured coats should be worn by all pupils to and from school as appropriate to the time of year and weather conditions. These should be removed on entry to the Academy. Denim jackets, hats and hooded tops or similar casual clothing are not acceptable and should not be worn around the Academy.

Accessories:

In cold or wet weather pupils will need or want to wear accessories such as hats, gloves and scarves. These should not be worn in or around the Academy.

Marking of Clothing:

Every article of clothing should be clearly marked with the pupil's name written in marking ink or on a piece of tape sewn to each garment.

Insignia:

The wearing of badges or any other type of insignia in school is not permitted. The only exceptions are school awarded badges for responsibility or achievement.

Equipment:

Pupils are expected to be equipped with:

- Suitable bags or cases to ensure that books and equipment are secure and unlikely to be damaged. No handbags.

- Conduct Card/Lanyard
- Reading Book
- A compass, protractor (180° or 360°) and a scientific calculator.
- A set of colouring pencils. Felt tip pens are not considered to be a suitable alternative to pencils but certain departments may occasionally permit their use.
- Pens, pencil, pencil sharpener, glue stick, ruler and rubber.

Jewellery:

Apart from simple and cheap watches, no visible jewellery is permitted in school. Jewellery associated with body piercing, including a nose, tongue or eye stud, is not permitted and pupils will be instructed to remove them. Pupils with pierced ears are allowed to wear one pair of studs, i.e. one stud in each ear. The school can accept no responsibility for security of jewellery.

UNIFORM

Our uniform is an essential contributor to the ethos of the school and should be worn in a manner which reflects pride in belonging to Royal Wootton Bassett Academy. Similarly, all students are expected to show a pride in their personal appearance.	
RWBA School uniform is affordable, simple, comfortable and smart. Our school uniform supplier is Price & Buckland and can be ordered online via a link on our school website.	
Acceptable in School	NOT acceptable in school
Trousers: Grey coloured in a traditional full length, formal style. Summer Shorts: From Price and Buckland, tailored knee length (can be worn after the Easter holidays only) Belts: Black only	No fashion styles eg: skinny, leggings, jeggings, baggy or jeans. No trousers with metal studs, rivets, or accessories such as labels, fake zips. No cord, chinos, patterned fabric, casual trousers or branded items. No fashion styles No cargo No thigh length shorts No decorative belts or buckles.
Skirts: Grey coloured traditional school style. Must be at least knee length.	No fashion styles, tight fitting, skater, side slits or wrap around. No figure hugging jersey material, patterned, or textured. No skirts with accessories such as decorative belts, no labels, rivets, obvious zips or pockets.
Shirts: White button collar suitable for a tie. Summer Polo Shirt: RWBA logoed burgundy polo shirt (can be worn after the Easter holidays only)	No T shirts to be worn underneath the school shirt.
Jumpers: RWBA black logoed V neck jumper. All jumpers must have the RWBA logo.	No alternative jumper allowed. No cardigans, sweatshirts or hoodies.
Tie: RWBA clip on tie	
Coats: Plain, dark coloured coats should be worn over the school jumper by all students to and from school as appropriate to the time of year and weather conditions. Coats may not be worn inside the building.	Coats should not be worn as a replacement for the school jumper.

Footwear: Black shoes. These should be plain, leather or leather look, substantial, hardwearing and of a sensible style.	No Heels, Trainers, boots, canvas, fur, or skate shoes. No fashion styles with accessories such as bows, braiding or studs. No alternative coloured soles or laces. (except for the rainbow laces to support the stonewall charity) No coloured branded logos.
Socks: Black or grey ankle socks. Tights: Black, Grey or flesh coloured.	Single colour only. No textured, patterned or embellished styles.
Hair: Hair should be neat and tidy. Hair styles moderate and kept to a natural colour. Hair styles should reflect the general expectations of a professional office environment and the school's expectations. For some activities, long hair should be tied back.	No extreme haircuts. E.g.: shaven heads, mohicans. No unnatural or extreme hair colouring such as bright red, rainbow colours or dipped ends. All hair accessories should be functional and not fashionable.
Make up: Should be subtle, and kept to a minimum using neutral tones.	No heavy or excessive make up e.g.: dark brows, thick eyeliner, bright eye shadow or bright lipstick. No nail varnish, gel nails or artificial nails may be worn.
Jewellery: should be kept to a minimum. One pair of small stud earrings only. If necklaces are to be worn they must not be seen over the uniform. The school take no responsibility for the loss of jewellery.	No facial or oral piercing including nose studs, stretchers in the ears, tongue piercings or ear bars. No bangles, beads or wristbands. No rings.

15. PHYSICAL EDUCATION UNIFORM

The RWBA Physical Education Kit is designed to be comfortable, modern and appropriate for the varied activities that make up the PE curriculum. Pupils are more likely to achieve and learn if they feel comfortable in what they are wearing. Each item must also be fully labelled with your child's name clearly marked.

All crested items listed below are ordered from and purchased online through our uniform suppliers - Price and Buckland. All Academy kit is competitively priced and of good quality. Any non-crested items can be sourced from any shops or providers.

Compulsory Physical Education Kit Items

- Black school crested polo shirt
- Black school crested shorts
- White sports socks
- Black football socks with white tops or plain black
- Sports type trainers

Additional Optional Items

- Plain black or white base layer for winter months
- School crested $\frac{3}{4}$ zip jumper
- School crested tracksuit jacket
- Plain black tracksuit bottoms (minimal branding)
- Plain black, neutral woolly hat, snood and gloves
- School crested leggings (if you wear alternatives you must wear RWBA shorts over the top)

Strongly Recommended Items

It is a requirement that all pupils have football boots or Astro turf shoes, shin pads and mouth guards if planning on attending Hockey, Football or Rugby clubs.

Where issues arise with correct PE kit students should be given a note of explanation or an email, the appropriate items will then be provided for students at the start of their lessons. It would be hoped that any issues would then be rectified as soon as possible.

Where students are unable to take on a physical participation role in their PE lessons, they should also be given a note or an email to their teacher directly. Pupils will still be required to attend school in their kit as they will take on an alternative learning role as a non-practical leader, coach, analyst, referee or scorer etc... As we champion the alternative nonparticipant learning roles in physical education.

A regular check that they have brought back all items of their PE kit at the end of the school day is advised. As it encourages organisation and will prevent costly forgotten, lost and dirty kit. To help, where this does happen it is vital that all items are clearly and boldly labelled with your child's name and tutor group.

Please consult this list when purchasing uniform. If uniform worn does not meet 'the acceptable' description above, sanctions could occur, and parents will be required to purchase correct uniform. Where possible students will be issued with spare uniform items that belong to the school.

Students and parents may be given a short period of time to purchase acceptable uniform however failure to adhere to the uniform requirements above will result in sanctions for the student.

16. PUPIL AND SERVICE PREMIUM

What is the Pupil Premium Funding?

The Pupil Premium is additional funding for publicly funded schools in England. It is provided for students who are eligible for free school meals or have been over the last 6 years, students of military service families, in care who have been continuously looked after for six months and statemented students. The funding varies between these different groups. The purpose of the funding is to raise the attainment of target groups of pupils with the aim to close the attainment gap between them and their peers.

In the 2024 and 2025 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1035 for students in Y7 to Y11 on FSM or have been in receipt of FSM in the last 6 years.
- £335 for service students
- £2530 for looked after children

The government provides all Pupil Premium funding direct to schools for them to decide how the Pupil Premium funding is spent because Schools are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

How do we use the Pupil Premium funding?

The following is a selection of how we have previously spent the funding. This changes annually based on the need of the students we have enrolled with us.

- Employing a lead practitioner for Pupil Premium.
- Funded an additional Student Manager to support the needs of vulnerable students.
- Run Success Lounge, an extracurricular offering exclusively for Pupil Premium Students.
- Supported the English and Maths Department with revision sessions to improve exam skills.
- Funded and supported the creation of a role for Careers Information, Advice and Guidance.
- Supported with the cost of music tuition.
- Some school uniform items and subject equipment
- Ensured that where possible, all FSM and LAC students are given opportunities to go on educational residential trips or educational overseas trips.
- Funded Duke of Edinburgh.

The above list is not open to all students as this is unfortunately not financially possible, but we do base decisions on identified need and welcome discussions with parents. If you wish to check if your son or daughter is Pupil Premium, needs financial assistance or to discuss the attainment or progress of a PP student then please do get in touch with Mr Toby Kirkby, Head of Pupil Premium Support - tkirkby@rwba.ascendlearningtrust.org.uk

How do we use the Service Pupil Premium funding?

Service Premium was also introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils and is calculated based on the parents notifying the school as to their status. Therefore, please let us know if a parent is in the forces as we can apply for this extra money. Again, for questions about the Service Premium, please contact Mr Toby Kirkby, Head of Pupil Premium Support – tkirkby@rwba.ascendlearningtrust.org.uk

17. PARENTAL COMPLAINTS PROCEDURE

The Academy staff aim to work to the best of their ability to provide a high-quality education for the students. We are fortunate in having relatively few complaints, however, should a parent have any concerns about any issues relating to their child's education they are invited to discuss them informally with the relevant teacher in the first instance. If matters cannot be resolved then parents may submit a formal written complaint to the Headteacher, using the template within the Complaints Policy. In the unusual event that the matter remains unresolved then parents have the right to refer it to the Governing Body of the Academy. However, we do trust that parents will have the confidence in the Academy to support and help them at all times.

There is a copy of the Trust Complaints Policy and Procedure on the Academy and Trust Websites.

18. LEADERSHIP TEAM

Leadership Team

Mrs A Ellis	Headteacher RWBA
Mrs A Bell	Deputy Headteacher – Standards, Curriculum, Assessment & Enrichment
Mrs M Roberts	Deputy Headteacher – Behaviour, Safeguarding & Inclusion
Mr P Day	Assistant Headteacher - CPD, Teacher Development & QA
Mrs D Bevis	Assistant Headteacher – Teaching, Learning & Assessment
Mrs S McMullin	Assistant Headteacher – Personalised Learning
Mrs K Salmon	Assistant Headteacher – Post 16
Mr S Gunstone	Associate Leadership Team Member – Improving Professional Classroom Practice
Mrs K Heaphy	Associate Leadership Team Member - Inclusion
Mr D Storey	Associate Leadership Team Member – Diversity, Equality & Personal Development
Mr Z Ishani	Lead Practitioner for e-Development & Digital Lead
Mrs S Davies	Admin Manager

19. CURRICULUM SPECIFIC AREAS

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

In Years 7, 8 and 9 our Ethics and philosophy department deliver religious education alongside discussions of contemporary ethical social issues. The courses cover religious literacy as well as encouraging pupils to be open minded about the beliefs of others. Collective Worship is one of the functions of the Year assemblies attended by all students. In Years 10 and 11 students have EP lessons during ilearn, explicit themes of a philosophical and ethical nature are covered.

Parents are reminded that they retain a right to seek to withdraw their child from either Religious Education lessons or collective worship. This is, however, an extremely rare occurrence and should first be discussed with your child's Head of Year.

CAREERS EDUCATION AND GUIDANCE

Careers Education is an integral part of the curriculum being taught mostly through PDT (Personal Development Time). As a result, it occurs across different curriculum areas and through extra-curricular provision. We work closely with the Academy's Careers Leader who ensures pupils have access to high quality advice and materials. Together we help students prepare for the choices they will have to make Post 16 and Post 18 both in school or when they decide to enter College, University, Apprenticeships, and Employment.

Our Careers Leader is available to all students, with a particular focus on those students with additional educational need and those going through transitions. We try to achieve contact with employers and businesses at regular intervals throughout each school year. All pupils will be expected to participate in a programme of work experience in Years 10 and 13.

Destination Measures

For the last Academic year, 2023-2024 96.4% of our previous Year 11 cohort are in full-time education, or work with accredited training.

20. RELATIONSHIPS AND SEX EDUCATION POLICY SUMMARY (FROM 2020)

Rationale

Relationship and Sex Education allows a broadening of the curriculum to provide a balanced view on social, cultural and moral issues to do with personal and physical development of each individual. We would hope that students thus take an increased responsibility for themselves and the decisions they make. The Academy must fulfil its legal requirement to provide relationship and sex education to all its students. Relationships and Sex education (RSE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It does not promote early sexual activity or any particular sexual orientation.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to discuss or describe identity, themselves and their bodies.
- provide clear progression from what is taught in primary in Relationships and Sex Education.

Practice and Procedure

Content

1. Sex and Relationship Education includes the study of body parts; understanding the physical and emotional sides of puberty; biological and social aspects of reproduction; contraception; feelings; caring for ourselves and others; and at a more advanced level HIV, AIDS and other sexually transmitted infections. Students will also study gender and sexual identity covering heterosexual, lesbian, gay, bisexual, transgender and alternate expressions of individuality.
2. Issues such as gender stereotyping, sexual harassment and prejudice in our society and others will also be studied to enable discussion in terms of their effect on an individual. Students will be made aware of the legal issues regarding consent and abuse.
3. The pupils will be encouraged to go through the processes of decision making in many different circumstances with long- and short-term implications being discussed.

Means / Organisation

1. Sex and Relationship Education is taught to all pupils as an integrated part of the School's Personal Social and Health Education programme and in Science, as determined by the National Curriculum. Other subject areas, such as English and Humanities, complement the goals of Sex Education especially in the moral and social context. In Key Stages 3 and 4, students address the issues of sexual health by focusing on sexually transmitted infections.
2. Sex and Relationship Education will be delivered in an age-appropriate way. The style of delivery will always provide a balanced view while encouraging a moral and responsible viewpoint. The value of family life; the importance of personal choice; moral values held by ourselves and other cultures and groups will be stressed. The range of sexual attitudes and behaviour in our society will be discussed. The students will also be made aware of Britain's Legislation relating to sexual behaviour.
3. Mrs Alford is Co-ordinator of PSHE throughout the school and is responsible for the organisation and content of the programme in liaison with other PSHE staff.

Parents do not have the right to withdraw students from areas covered by the National Curriculum. However, Parents are invited to contact the Headteacher in writing stating their reasons if they wish to withdraw their child from any part of the Relationship and Sex Education Programme. The matter will then be considered, and suitable arrangements made.

21. CITIZENSHIP EDUCATION STATEMENT

Rationale

Citizenship education gives students the skills and knowledge to help them better understand what goes on within our society and the world at large. It allows for the progression of a student's sense of responsibility to both their local and wider communities and for the development of personal opinions within a structured and secure environment. Citizenship education at the Academy aims to promote the rights of all young people through the articles of the United Nations Convention on the Rights of the Child (UNCRC). The Academy must fulfil its requirement to provide citizenship education to all of its students.

Aims

1. To provide a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.
2. To develop a sound knowledge and understanding of the role of law in our society and how laws are shaped and enforced.
3. To develop an interest in, and commitment to, volunteering that students will take with them into adulthood.
4. To ensure students are equipped with the financial skills to enable them to manage their money on a day-to-day basis as well as to plan for future financial needs.
5. To inform students about their impact upon the world and how we are connected to others on a global scale.
6. To develop awareness amongst all our pupils about the value and importance of Children's Rights as given in the UNCRC.
7. To promote positive values and attitudes of global citizenship.

Practice and Procedure

Content

1. Students will learn how the political system of the United Kingdom has developed as a democracy, including the role of the monarchy, the development of our constitution and Parliament, and how democracy is different from other forms of government elsewhere in the World.
2. The operation of Parliament, including voting and elections, and the role of political parties, as well as the differences between electoral processes locally, nationally and beyond.
3. The nature of rules and laws, and the difference between criminal and civil law. An understanding of the justice system, including the role of the police, and how courts and tribunals work.
4. Citizenship education also works towards challenging stereotypes and discrimination and promotes and teaches about rights and diversity within the UK.

Means / Organisation

1. Citizenship education is taught to all pupils throughout their school career during i-Learn sessions and during PDT.
2. Citizenship education is delivered in an appropriate way and does not promote any biased or political messages to our young people, instead it equips them with the skills and information to formulate their own opinions.

3. Citizenship education also provides opportunities for students beyond the classroom, including participation in mock trial competitions or completion of the National Citizenship Award.
4. Mr Storey and Mr Williams are our Co-Ordinators of Citizenship education throughout the Academy and is responsible for the organisation and content of the program in liaison with other members of staff.