

The Ripley Academy



Information for Parents 2018-2019

Achieving Excellence Together

A member of the East Midlands Education Trust





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The following are included in this booklet.

If you require any further information please contact Student Support who will be pleased to help.

Aims of the Academy	Page 2
Our Ethos and Values Code of Conduct	Page 3
Admissions Attendance Safeguarding and Child Protection Holidays	Page 4
Home School Agreement Involving Parents and Carers Prospective Student Enquiries	Page 5
Rewards and Sanctions Student Support	Page 6
Times of the Academy Day	Page 7
Teaching and Learning	Page 8
The Curriculum <ul style="list-style-type: none"> • Careers Education and Guidance • Gifted and Talented/Most Able • Homework • Literacy and Numeracy Across the Curriculum • Music, Art and Drama • Out of Hours Learning Opportunities • Religious Education (RE) and Collective Worship • Sex and Relationship Education 	Pages 8-12
Special Educational Needs	Page 12 - 13
Sport	Page 13
Additional Essential Information <ul style="list-style-type: none"> • Charges and Remissions Policy • Community Links • Complaints Procedure • Data Protection • House System • Lost Property • ParentPay • Residential Trips, Educational Visits and Enrichment • School Meals • Student Property, Valuables, Security and Mobile Phones • Student Voice • Website 	Pages 14 - 18
Admissions Policy	Pages 19 - 23
Uniform Policy	Pages 24 - 27



Aims of the Academy

- To value excellence and achievement in helping students to fulfil their learning potential.
- To have high expectations of students and to seek to "expand their horizons" giving them an understanding of their own community, as well as global society and culture.
- To provide a stimulating and enjoyable curriculum that meets the needs of every student, allowing students of all abilities to be successful.
- To provide a disciplined, caring, and fair learning environment with equality of opportunity for all.
- To promote mutual respect and good relationships between staff and students.
- To provide a wide range of extra-curricular activities.
- To develop a close partnership with parents and carers in the education and personal development of their children.
- To develop The Ripley Academy as a true community Academy, working with a wide range of local schools, organisations and individuals.



Mrs L Walton, Headteacher



Mr J de Rijk, Head of School

NB – 'Principal' in this document refers to either the Headteacher or the Head of School



Our Ethos And Values

‘Creating a safe and welcoming learning environment for our community to ensure excellence and achievement for all.’

By valuing people as individuals, we encourage our students to be courteous, tolerant and considerate to others.



Code of Conduct

All students have the right:

- to learn without interference from others
- to feel safe and secure from humiliation, physical or verbal threat or abuse
- to be treated fairly and with respect by teachers and other adults in the Academy
- to be listened to by other students and teachers
- to be taught in a well ordered environment and be given help by teachers
- to have their achievements and merits recognised

All students have responsibilities:

As members of the Academy community they are expected to:

- be responsible for their actions
- be polite at all times and treat students, staff and visitors with consideration and respect
- respect the rights, views and feelings of others
- be tolerant of others irrespective of race, gender, religion and age
- keep promises and honour obligations
- be fair, and treat people equally
- be proud of their role in creating a positive learning community

As students they are expected to:

- work to the best of their ability and allow others to work without interference
- carry out teachers' requests at all times and not disrupt lessons in any way
- maintain a high level of attendance and punctuality
- come to the Academy properly equipped for work and in the correct uniform



Admissions Policy

Please refer to the full policy details at the back of this prospectus.

Attendance

It is necessary for all students to attend the Academy every day except in the following circumstances:

- Student's own illness
- Medical or dental appointment
- In exceptional circumstances for a domestic or a private matter with prior permission for the absence



Parents/carers should phone the Academy on the first day of absence prior to 9am.

Students must not leave the Academy premises without a letter from home to explain the reason; they should then sign out at reception. Students are expected to stay on the Academy premises during break and lunchtime.

Safeguarding and Child Protection

We would like to make parents/carers aware that the Academy is required to take any reasonable action to ensure the safety of its students.

In cases where the Academy has reason to be concerned about a child's welfare the Head of School is obliged to follow the Child Protection procedures established by the Derbyshire Area Child Protection Committee and the Academy Child Protection Policy and to inform Social Care of any concerns.

Holidays

The Government amendments to the Education (Pupil Registration England) Regulations 2006 came into force on 1st September 2013. These regulations state that schools may not grant any leave of absence for holidays during the term time unless there are exceptional circumstances; in such cases, if leave is granted, it is the Head of School who determines the number of days a child can be absent from the Academy.

Parents requiring their child to have leave of absence for exceptional circumstances should write a letter to the Head of School at least two weeks before the anticipated start date. The reason for the request should be given in detail.



Applications should be made before the leave is arranged as absences cannot be granted retrospectively.

Parents/carers who take their children on holiday without permission will incur an unauthorised absence for their child; these remain on the child's record and will be monitored for further action by the academy's Attendance Officer. Parents may be issued with a fixed penalty notice and/or court action.

Home School Agreement

This is available on the Academy website, in Student Planners and by contacting Student Support.

Involving Parents and Carers

Several data reports are published throughout the year to inform parents of their child's progress. One parents/carers consultation meeting will also be held per year group; this is an opportunity for parents/carers to meet each subject teacher.

If parents/carers are concerned about their child's progress, or any other school-related matter it is always possible to make an appointment with the school to discuss this. In these circumstances it helps us to have a day or two of notice before the visit so that we can obtain the most up-to-date information in readiness for the discussion.



Parents/carers have access to the Academy records for their child, in accordance with our Freedom of Information policy. Parents/carers who wish to see their child's file are invited to make an appointment with the Deputy Headteacher so that any points raised can be discussed and resolved appropriately.

We regard partnership with parents/carers as very important and we trust that parents/carers will not hesitate to approach us whenever they feel there is cause for concern. We in turn will be pleased to contact parents/carers whenever we consider this could be helpful to support learning outcomes.

Prospective Student Enquiries

Years 7-11 Mrs J Bradder (Student Support)

Years 12-13 Mr S Richardson (Head of Years 12 and 13)

Miss J Scattergood (Deputy Headteacher) is the Senior Leadership Team Link for Years 7-11



Rewards and Sanctions

We expect the highest standards of work, appearance, courtesy and behaviour. Our reward and sanctions system ensures that the vast majority of students who regularly meet our expectations are recognised and rewarded. Lapses in good behaviour are dealt with swiftly and fairly to minimise the disruption to learners.

The emphasis is on praising students and the Academy has its own rewards system known as APACHE. Students can earn tokens for a variety of reasons which are then put into weekly and half termly draws for prizes.



There is an annual Celebration of Achievement Evening; this takes place in the Autumn term.

A copy of the Academy's Behaviour and Rewards Policy is available on the Academy website.

Student Support

On entering the Academy, students are grouped in forms of approximately 25 - 30 students. The forms are of mixed age groups and contain students from Years 7 – 11. Students are also allocated to a House group.

As students move up the Academy, they are grouped in various ways for lessons as explained in the section about the curriculum. However, they remain in the same mixed age form for registration.



The role of the Form Tutor is to get to know students and their families as well as being the main link between home and the Academy. Contact with the Academy should be made through Student Support in the first instance.

The Form Tutor will also help to organise social events involving members of the form, and their participation in various competitive and fund-raising activities.

The work of the Form Tutors in each house is supported and co-ordinated by the Deputy Headteacher – Behaviour, Welfare and Standards 11-18 and the Heads of House, alongside Student Support Co-ordinators who have responsibility for the pastoral care and monitoring of achievement of all students.



Normally Form Tutors have first responsibility for the welfare of students, their progress and conduct, their appearance, their participation in Academy activities and their general well-being in the Academy.

Times of the Academy Day

	TIME
REGISTRATION	8.40 am – 9 am
PERIOD 1	9 am – 10 am
PERIOD 2	10 am – 11 am
BREAK	11 am – 11.20 am
PERIOD 3	11.20 am – 12.20 pm
PERIOD 4	12.20 pm – 1.20 pm
Lunch	1.20 pm – 2 pm
PERIOD 5	2 pm – 3 pm





Teaching and Learning

Teachers employ a wide range of teaching and learning styles which:

- Match learning outcomes to pupils' individual needs and abilities
- Ensure students are active in their learning
- Monitor pupil progress towards individual learning targets
- Provide individual guidance on "how to improve" to both students and parents/carers
- Motivate and engage students by ensuring lessons are interesting, challenging and relevant

The Curriculum

The Academy's Curriculum embraces many of the aims of the National Curriculum in that it is balanced and broadly based in order to:

- Promote the spiritual, moral, cultural, mental and physical development of students
- Prepare students to enjoy learning and achieve well in life
- Prepare students for the opportunities, responsibilities and experiences of adult life
- Help students to stay safe and understand any issues related to their personal well being

The Academy promotes British Values which are:

- Respect and tolerance of all groups within society
- Respect for law and order
- An understanding of Christianity and its influence on the morals of society
- An ability to reject extreme ideas through logic and rational debate
- An understanding of British History
- Celebrating diversity and equality
- A respect for diversity and difference
- A respect for democracy and the democratic process
- A respect for human rights

At Key Stage 4 we offer a curriculum with greater flexibility allowing students to choose to spend more time pursuing subjects in which they have a greater aptitude or are particularly interested in.



Vocational courses are available in some specialisms e.g. Health & Social Care, Sport and Science.

For further details of all programmes of study across Years 7 – 13 please refer to the Academy website.



Careers Education and Guidance

Careers Guidance is delivered as part of the PSHE programme as well as extra-curricular tutor activities which provide students with further information.

Access is available through a number of sources to a wide range of impartial information.

Work Experience takes place in Year 10 and Year 12.

In Year 11, all students have at least one scheduled careers interview with a senior member of staff or external careers advisor.

In Years 12 and 13, students are supported through liaison with local universities, visiting speakers and a visit to the Higher Education Fair.



Gifted and Talented/Most Able

Students who are academically very able are given a range of opportunities to enrich their curriculum, stretching and motivating them. It is expected that taking part in such activities will enable students to perform at a higher level as well as raising their aspirations for the future.

Students who are talented in areas such as music, sport, art and drama will have numerous opportunities to develop these talents.

Homework

It is the Academy's policy that tasks will be set regularly for all students. There will be varying requirements according to the age of the student and the nature of the subject.

Parents and carers are asked to support staff in ensuring that tasks are completed punctually and to a suitable standard. Homework will be recorded via Show My Homework for students to complete; parents and carers are supplied with their own password to Show my Homework.

Show my Homework is a web based tool which teaching staff use to set all homework. Students can access Show My Homework on a variety of platforms, including smart phones, tablet computers, laptop computer and desktop computer.



Students without access to any of the above can use the ICT facilities in school both before and after school every day.

Literacy and Numeracy Across the Curriculum

At The Ripley Academy we endeavour to develop our student's numeracy skills in every subject area. We do this by providing opportunities in lessons that allow them to complete tasks that require them to utilise and practise their skills. For example, in Science, students will have to perform many calculations, in Modern Foreign Languages they get to learn and discuss currencies and in Music they develop their ability to spot patterns.



Literacy is at the heart of learning. We pride ourselves on equipping students with the required skills in reading, writing as well as speaking and listening. The Ripley Academy offers an extensive range of literacy opportunities for students, both in and out of the classroom environment. Class readers are used to provide students with regular opportunities to read aloud.

We have a Buddy Reading scheme at The Ripley Academy, which allows Key Stage 4 and Key Stage 5 students to support students in the younger years with their reading. The scheme has proven to be a real success, with some students making outstanding progress over a short period of time. Sixth Form students have also found that this has enhanced their own communication skills and it has inspired some students to pursue careers in teaching and mentorship. Sixth Form students also attend Buddy Reading sessions at our local feeder primary and junior school.





Music, Art and Drama

A wide variety of clubs and groups are offered to students across all Key Stages.

There are opportunities to perform both within the Academy and its wider community.



A range of instrumental and vocal groups meet regularly in order to practise for concerts and carol services.

Individual instrumental tuition is available. Details of charges are provided at the start of each academic year.

Drama and musical productions of various types are staged at different times during each academic year. Details will be provided to students as and when they become available.

Out of Hours Learning Opportunities (after 3.00 pm)

The Academy offers a variety of activities which range from assistance with homework and access to computers, to sports and special interest clubs. Details of these opportunities are made available to students during the Autumn term.

Religious Education (RE) and Collective Worship

This subject forms part of Humanities taught at Key Stage 3 and covers aspects of many different religions.

Students can choose to take a full GCSE course in Religious Studies at Key Stage 4 and A-level RE and Philosophy in Years 12 and 13. In addition to this, RE forms part of the Key Stage 4 PSHE curriculum.

Parents/carers have the right to withdraw their children from all, or part of, Religious Education lessons and/or collective worship, but we ask that this be put in writing. The Academy is not affiliated to any religious denomination.





Sex and Relationship Education

The Academy's sex education policy follows the Government guidelines. Sex education in the Academy is part of a shared responsibility, with parents/carers and the community to ensure the personal and social wellbeing of young people.

Our programme of sex education aims to present facts in an objective, balanced and sensitive manner set within a clear moral framework of values and an awareness of the law on sexual behaviour. It covers basic information about human reproductive processes and behaviour and also looks at broader emotional and ethical dimensions of sexual attitudes. All sex education is appropriate both to the age and general development of students in each teaching group and is always in the context of the prime importance of the quality of personal relationships and staying safe.

A copy of the Governors' policy statement on this topic along with a more detailed teaching programme is available from the Academy upon request. Parents/carers have the right to withdraw their child from sex education lessons if this is their wish; such requests should be put in writing.



Special Educational Needs

Students with Special Educational Needs in all year groups (7 - 13), will find support available from their teachers and a team of Learning Support Assistants. Most of this support is inclusive and takes place in the classroom. However, some support such as literacy/numeracy programmes, nurture groups, mentoring and behaviour management programmes will take place in the Learning Support Centre.

The Academy also meets the needs of students with physical disabilities, social interaction and communication difficulties, specific learning difficulties and emotional and behavioural difficulties. In meeting these needs the Academy ensures that the curriculum is accessible, relevant, engaging, enjoyable and leads to meaningful qualifications.

The Inclusive Approach at The Ripley Academy - At The Ripley Academy we pride ourselves in meeting the needs of all students through a personalised approach in everything we do. Our aim is to give students full access to all aspects of Academy life.



We work closely with our primary and junior schools through the transition programme, to support our most vulnerable students as they make the move to secondary school. We also work with a wide range of outside agencies and local inclusion support to provide the most effective and appropriate support for all of our students.

Sport

We run Academy teams in all the major sporting activities, including football, rugby, cricket, athletics, cross-country and netball. These represent the Academy in area competitions, generally with considerable success. Some of our players are then selected to represent Amber Valley, then possibly the County, and occasionally to participate at National level.



The Physical Education faculty also offers a number of sporting activities on a Club basis: these include netball, tennis, badminton, basketball, trampolining, gymnastics, aerobics, dance and Sixth Form recreation.





Additional Essential Information

Charges and Remissions Policy

Our Charges and Remissions Policy can be found on the Academy website; a paper copy, if required, can be requested from the PA to the Head of School.

Community Links

The Academy Director of Services (Administration and Site) provides access to the Academy for a range of community and sports groups. Please contact the Director of Services (Administration and Site), Mr A Jones, if you require any information regarding the use of our facilities, or our service users.

Complaints Procedure

If parents/carers are unhappy about any aspect of the Academy then they are asked to contact the Academy and they can be sure of a helpful and timely response. Usually these matters are settled quickly to everyone's satisfaction.

Full details of the complaints procedure are available from the Academy on request by contacting the PA to the Head of School or from the Academy website.

Data Protection

The Academy complies with the requirements and principles of the General Data Protection Regulations 2018. A copy of the Privacy Policy is available on the Academy website.

House System

Our House system is structured vertically enabling students of all ages to work together providing a strong sense of belonging to the Academy community.

The House system is reflected in The Ripley Academy logo designed and chosen by the students. The House names are Dove, Kinder, Monsal and Riber.



Heads of House have overall responsibility for the academic progress and pastoral welfare of students in their care.



Lost property

All students' property should be carefully marked with their name.

Please encourage your child to ask for their lost property and remind your child of the importance of not leaving valuables unattended.

Lost property is held in the student reception area.

ParentPay

This is an online system which enables parents/carers to pay for items online removing the need for students to bring cash into the school. Items that can be paid for include school meals, trips and academic resources.

Residential Trips, Educational Visits and Enrichment

There are a variety of opportunities for students to go on trips and longer visits arranged by the Academy. These include overseas trips to France, Spain and Italy.

Locally, students visit places of worship, important centres such as The Holocaust Centre and places of cultural interest such as museums, galleries and theatres.

Field trips, conferences and competitions with scientific, technological and mathematical themes all support the curriculum and enable students to widen their horizons.





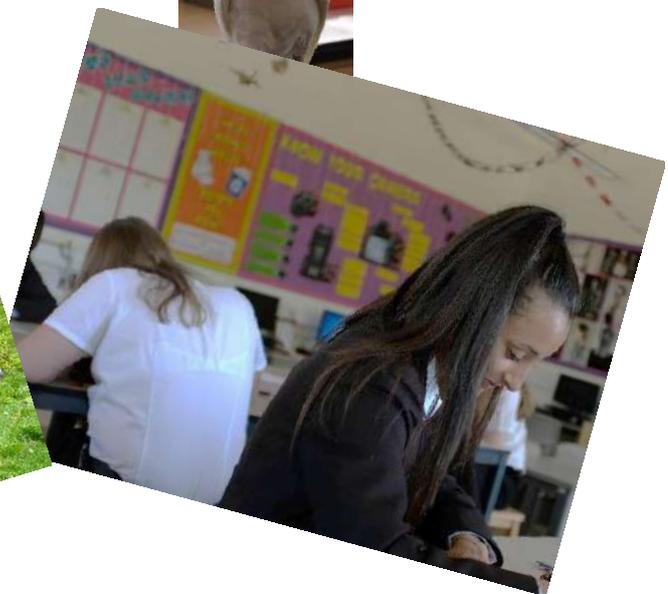
There are many other trips and activities of all types.

Details of such events will be distributed as they become available.



Other activities include:

- Sports clubs
- Homework club
- Live Action Role Play (LARP) Club
- Duke of Edinburgh Award Scheme (6th Form)
- Exhibitions of art work
- Charity Fund Raising
- Activity Days
- Social Skills Club
- Revision classes and workshops
- School Choir
- Urban Choir





School Meals

The Refectory is available for students both using the cafeteria service and those bringing sandwiches. Students who use the cafeteria service use the cashless catering system. Menus and price lists are available on the website.

Application forms for free school meals can be obtained from Student Support/Reception at the Academy. The Governors are keen to ensure all students who are entitled to free school meals do claim them.



Student Property, Valuables, Security and Mobile Phones

The Academy accepts no responsibility for the loss of mobile phones or other valuables

The Academy will not pay financial compensation for any valuables brought on to Academy premises including those lost or damaged. Bringing them on to Academy premises is against our advice and guidance and is done so at the owner's risk.

Due to the value of mobile phones, students are advised not to bring them to the Academy **unless it is urgent**. However, for safety to and from school, students may bring mobile phones to the Academy as long as they are turned off whilst on the school site and are kept in bags. Staff will confiscate any that are **seen or heard during the day**. Parents/carers will then be asked to collect any confiscated items.

For safety and safeguarding reasons, parents/carers should supply a mobile phone with no camera capability. Should any photographs taken in school be found to have been published on the internet then serious sanctions will be given.

iPods, iPads and MP3 players should not be brought into the Academy; these are valuable and the Academy accepts no responsibility should they be lost or damaged.

Further information regarding mobile phones in the Academy is detailed in the Behaviour Policy.



Student Voice

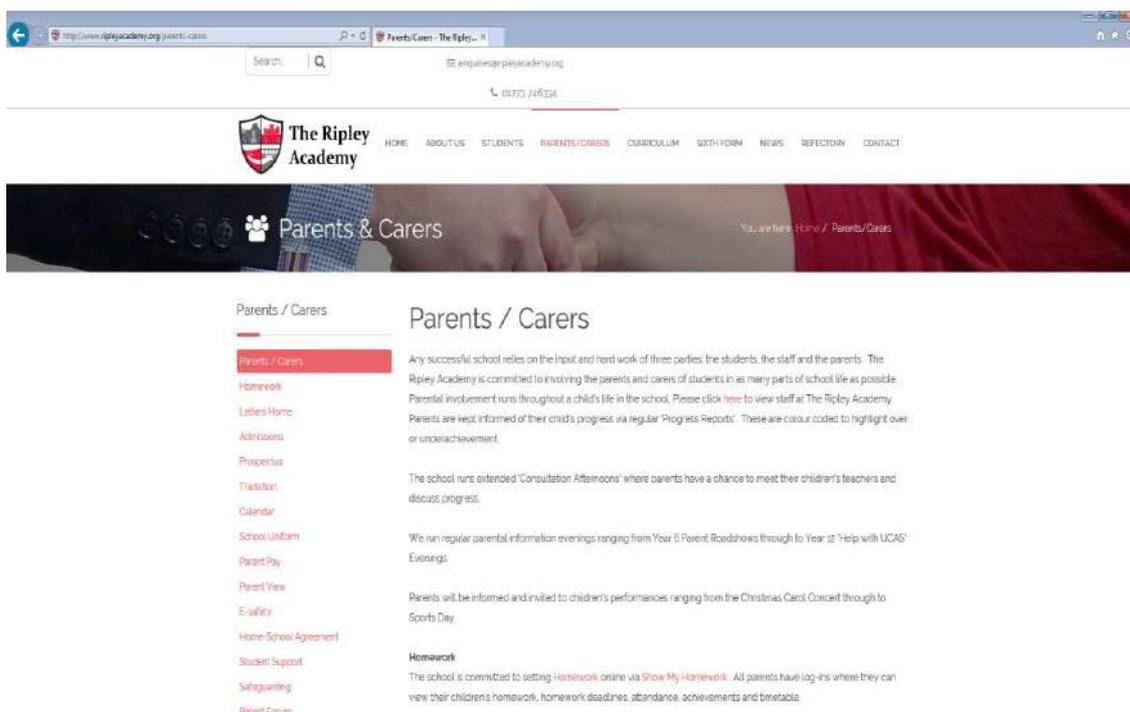
Student Voice is made up of elected members of the student body, each form nominating two representatives and a deputy representative. One or both of these students may attend regular meetings along with members of the teaching and non-teaching staff.

Student Voice undertakes work in areas such as reviewing the curriculum, reviewing behaviour management policies, suggesting improvements to the learning environment, fundraising, charity work, community work, social provision, interviewing prospective new staff and sport and leisure. It also gives students the chance to have their say in the running of the Academy as all ideas put forward are given serious consideration by the Academy's leadership team.

Website

Information that is available on the Academy website can be supplied in paper form, on request, from the Student Support Team.

Please take time to look at our Academy website www.ripleyacademy.org, as it contains a wide variety of information for parents/carers and students including news, forthcoming events, policies and Academy terms/holidays.





The Ripley Academy Admissions Policy 2019-2020

The Ripley Academy is an 11-18 school serving Ripley, Codnor and the surrounding area.

Entry at Year 7

The Published Admission Number (PAN) is 120.

Students will be admitted at the age of 11 without reference to ability or aptitude.

Children who have a Statement of Special Educational Needs or an Education Health and Care Plan which names the Academy will be admitted before the oversubscription criteria are applied.

Where application for admission exceeds the number of places available, the criteria used by the Governors to allocate the available places are listed as follows in priority order:

- a) Children in public care who are 'looked after' at the time an application for admission is made or who the local authority can confirm have been looked after but have ceased to be so because they are adopted, or became subject to a residence order, child arrangements order or special guardianship order, immediately following having been looked after.
- b) Children who permanently reside within the normal areas of Ripley Junior School, Waingroves Primary School, St John's C of E Primary School and Codnor Primary School at the time of application and admission to the school.
- c) Children who, at the time of admission to secondary school, will have a brother or sister attending school in Years 7-11.
- d) Children attending Ripley Junior School, Waingroves Primary School, St John's C of E School or Codnor Primary School, but not living in the normal areas served by those schools.
- e) All other children who do not qualify for any of the above criteria with priority given to those **who live the nearest to the school.**



Admission to the Amber Valley Sixth Form including admission number for those admitted for the first time.

The admission number for the Post-16 centre is 120.

Amber Valley Sixth Form (part of The Ripley Academy) offers 'A' level, GCSE and vocational courses. Subsequently we propose the following academic entry requirements:

Qualification		Grades required on entry to the 6 th form
4 AS levels or AS levels combined with L3 equivalent qualifications e.g. BTEC		5 x GCSE at grades 4 - 9 plus grades 5 - 9 in AS subjects which have specific entry requirements
L3 BTEC qualifications		4 x GCSE at grades 4 - 9
L2 qualifications		4 x GCSE at grades 4 - 9

Note: Students who have not gained a 4 grade or higher in GCSE English and/or mathematics will be required to continue these courses in the Sixth Form.

These requirements do not include GCSE half course grades.

The number of places available for external candidates for Post-16 entry in Year 12 is 25.

Priority in the first instance for entry into our Post-16 centre will be given to children with a statement of Special Education Needs or Education Health and Care Plan that names The Ripley Academy or John Flamsteed Community School.

Over-subscription for the Post-16 Centre

Where the number of applications for admission exceeds the number of places available, the following criteria will be applied in the order set out below, to decide which children to admit:

1.0 Children in public care who are 'looked after' at the time an application for admission is made or who the local authority can confirm have been 'looked after' but have ceased to be so because they were adopted, or became subject to a residence order or special guardianship order, immediately following having been 'looked after' and who meet the academic entry requirement.



2.0 Children who already attend John Flamsteed Community School or The Ripley Academy and meet the academic entry criteria.

3.0 Children who do not presently attend John Flamsteed Community School or The Ripley Academy and meet the academic entry criteria.

In the event of an over-subscription of the criteria, proximity to either school will be used with those living nearer being given priority. Distance measurements to be made 'as the crow flies' from the home address to the main reception office of either school.

Definitions

Residence

This is defined as the child's permanent place of residence which is deemed to be the residential property at which the child habitually resides with the person or persons having parental responsibility for the child at the time of completion of the application form. Addresses of other relatives or friends will not be considered as the place of residence even when the child stays there for all or part of the week. Proof of permanent residence (minimum 12 months tenancy agreement in the case of rented accommodation) and other evidence from the court regarding parental responsibilities in these matters may be required. If a parent lives in rented accommodation within the catchment area yet still owns another property within 20 miles of the school, the address of the owned property will be taken as the place of permanent residency, even if it is rented out to a third party.

Brother and sister

The Governors define brother and sister as being those children who share the same biological parents. This includes half-brother or half-sister or legally adopted child living at the same address as the child.

Parent

Section 576 of the Education Act 1996 defines 'parent' to include; all natural parents, whether they are married or not; and any person who, although not a natural parent, has parental responsibility for a child or young person by virtue of a court order; and any person who, although not a natural parent, has care of a child or a young person by virtue of a court order.

Measuring distance

For applications in the normal year of entry which are managed under the co-ordinated admissions arrangements distance is measured in a straight line from home to school (as plotted on the children's services department Geographic Information System) and the school Governors use this information to rank order applications.



For all other applications the Governors of the school use www.freemaptools.com to measure distance.

Catchment Area (Normal Area)

This is our historical catchment area which has remained unchanged for many years and is comprised of the combined catchment areas of our family (linked) primary schools.

The **Normal Area Map** can be found on the Derbyshire website at:

http://www.derbyshire.gov.uk/education/schools/search_schools/secondary_schools/details/details.asp?DfES=5416

Linked schools

These are Ripley Junior School, Waingroves Primary School, St John's C of E Primary School and Codnor Primary.

Closing date

This is the deadline for the application of the Common Application Form (CAF) as defined by the Local Authority in their co-ordinated scheme.

Late applications

Late applications are those submitted after the closing date for the co-ordinated admissions scheme and will be dealt with in accordance with that scheme. Late applications will be considered up to the date specified in the co-ordinated scheme providing the applicant can evidence that they have moved into the area after the closing date for applications or can establish at the time of completing the form that there were exceptional reasons for missing the closing date. Examples include family bereavement, hospitalisation and family trauma. Supporting evidence may be required.

When the school is informed by the Local Authority that a place has been offered, the school will write to the parent(s) seeking written confirmation that they will take up the place. If this confirmation is not received within 14 days, the school will notify the Local Authority that the offer of a place should be withdrawn and offered to the child ranked highest on the waiting list.

Waiting list

If, after the offer of places has been made, the school is over-subscribed, all unsuccessful applications will be placed on the waiting list which will be administered by the Governors of the school in partnership with the local authority for the duration of the co-ordinated admissions scheme. Your position on this waiting list will be determined by the school's published over-subscription criteria. The waiting list will remain open until December 31st in the year of admission and will be administered by the Governors of the school.



Independent Appeals

Parents have the right to an independent appeals panel if you are not happy with the outcome of your application. Repeat applications in the same academic year will not be considered unless there is a significant and material change in circumstances and only then at the discretion of the Governors. Parents wishing to appeal should write to the Clerk to Governors, c/o The Ripley Academy within 20 school days of notification.

Coordinated admission scheme

All applications for places in the normal year of entry are made on the Common Application Form. For entrance to the school in September 2019 the closing date of the coordinated admission scheme is 31 October 2018, preceding admission to secondary school. Places are allocated on 1 March 2019.

Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group if, for example, the child is gifted and talented or has experienced problems such as ill health. This also applies to parents of summer born children (1 April to 31 August). When applying for a place, parents need to make it clear that they are seeking a place outside of the child's normal age group and they should clearly state why. Parents should supply any relevant supporting information such as the child's academic, social and emotional development, the child's medical history and the views of a medical professional, and whether the child has previously been educated out of their normal age group. You will be informed in writing of the governors' decision with clear reasons for this decision. Parents have a right to appeal if their request is refused but not if a place is offered at the school but it is not the parents' preferred age group.

Tie breaker

In the event of the need for a tie breaker in any of the over-subscription criteria listed in this policy, random allocation will be used. If a child is offered a place as a result of random allocation yet also has a sibling of the same age seeking a place and residing at the same address, the sibling will also be offered a place.

Withdrawing an offer of a place

Any offer of a place found to be made on the basis of inaccurate information can be withdrawn. Such examples would include fraudulent applications, intentionally misleading applications, a false claim to residency in the catchment area and the failure of a parent to respond to an offer



The Ripley Academy Uniform Policy

September 2018

Core Purpose

The core purpose of the uniform policy is to;

- Encourage a sense of pride, equality and cohesion in the school
- Protect students from social pressures to dress in a particular way
- Ensure students present the school in a positive way in the community
- Inspire individual responsibility and professionalism for personal presentation



Ripley Academy Uniform 2018

The intention is that the uniform is smart, comfortable and as inexpensive as possible. It is, however, a condition of students joining the school that they wear correct uniform at all times, including travelling to and from school.

Academy Dress Code Years 7 to 11

- Black school blazer (with logo)
- School tie (clip on)
- Compulsory House badge worn on blazer or tie
- Plain black loose fitting, tailored trousers (full length) or;
Plain black tailored skirt (must be knee length) – female students only
- Plain white collared shirt – long or short sleeves (collar must be suitable to take a tie)
- Plain white or black socks or;
Plain natural or black tights (no patterns)
- Plain black polishable **shoes** (no suede, canvas pumps, white stitching, logos or trainer type shoes), flat-heeled (**not** boots or trainers).
- Optional Academy jumper - grey jumper with red stripe on 'v' (must be worn in addition to blazer, not instead of)
- In cold weather a white plain T shirt may be worn under the shirt
- Outdoor coats should be **plain** and **dark in colour** and preferably weatherproof (no sports tops/hoodies/denim or leather)



Summer weather (June/July only)

Students do not have to wear a blazer during the warmer months but shirts must be tucked in at all times and the blazer should not be replaced with the school jumper.

Students may also wear knee length tailored black shorts.

PE and Games Kit

- Trainers (with non-marking soles) and plain socks
- Black shorts
- Plain black polo shirt (no logo) **or** Academy PE polo shirt (with Academy logo)
- Black football socks
- Black tracksuit bottoms to be worn on astro turf – these must be full length (no logo)
- Plain black hooded top (no logo or zip) or Academy PE hooded jumper (with Academy logo)
- Boys will require football boots. The moulded type studs on football boots can be worn on both the astro turf and grass

Optional Items



School teams exist in a wide range of sports and you will be given full details from the PE Department of any additional kit required.

Notes

- 'Plain' is defined as being worn without embellishment i.e. studs, additional zips, logos etc
- Trousers must be tailored of worsted type material - fashion trousers, cords, jeans, ski trousers, leggings, leg warmers, three-quarter length trousers, tight fitting, skinny fit or designer labelled trousers are not acceptable
- Extremes of fashion in respect of clothing, hair style, (including unnatural or bright colours and shaved patterns) and general appearance are not acceptable. Hairstyles with shaved back and sides should be no shorter than a grade 2
- Girls' skirts should not be figure hugging or tight fitting
- Acceptable jewellery is a watch and one pair of plain studs which should be worn in the lower part of the ear lobe



- No facial piercings other than a small plain nose stud for religious reasons only. Confirmation of religion will be requested from parents/carers of students wishing to wear a nose stud.
- Ear spacers are not acceptable
- Nail varnish and/or nail extensions are not permitted
- No visible body art or tattoos
- Rings, necklaces and chains are not allowed for Health and Safety reasons
- Make-up, if worn, must be discreet and natural
- Parents/carers are asked not to send students to school in hoodies, sports tops, denim, leather, leather look or studded jackets and coats
- Parents/carers are advised that for Technology, strong full fronted shoes rather than soft 'pump' type shoes are worn for the Health and Safety of students

Sixth Form Dress Code

Sixth Form students have the privilege of wearing clothes of their own choice. However, their choice of clothes must promote the positive reputation of the school as well as setting a good example to younger students.

Boys can wear:

Smart trousers and jeans
Open necked shirts, t-shirts, polo shirts, jumpers
Smart shoes, trainers, sandals
Knee length shorts

Girls can wear:

Smart trousers, jeans, skirts and dresses
Smart tops, t-shirts, blouses, polo shirts and jumpers
Smart shoes, trainers, sandals
Knee length shorts

Sixth Form students are not permitted to wear:

Cut off or ripped jeans
T-shirts with offensive logos
Football tops
'Short' shorts ie above knee length
Short and/or tight skirts
Low cut, cropped or strapless tops
Flip flops



Cost of Uniform

We want to ensure that the uniform is affordable for all families and does not lead to students feeling socially excluded or unable to afford other necessities. Parents/carers who are unable to provide their child with the compulsory items of school uniform should contact the Deputy Headteacher; such discussions will be handled with discretion and sensitivity.

Enforcement of the Uniform Policy

It is the responsibility of the parents/carers to ensure that their child comes to the school in the correct uniform. All staff are responsible for ensuring students are correctly dressed in class and elsewhere on the school site.

Student Support staff will speak to a student who is wearing incorrect uniform and a one-day uniform pass will be issued. If the uniform infringement continues after one day, the student will be sanctioned by isolation during break and lunch times. In the event of repeated uniform infringements, parents/carers will be contacted, and the student will be at risk of being sent home to change. In the case of jewellery/piercings and other items, the student will be asked to remove the item, which will then be confiscated and held in Student Reception. Students will be not able to collect confiscated items at the end of the school day and all valuable items must be collected by either a parent or an adult acting under the parent's consent.

The Headteacher is the final authority in all matters of uniform and dress code.

Issues arising from the policy

Parents/carers should raise any issues relating to school uniform, dress codes or other aspects of appearance with the Deputy Headteacher in the first instance.

Students should raise uniform issues with Student Support staff via Student Voice meetings

It is very helpful if all items of clothing are clearly marked with the student's name which will enable them to be returned in case of loss.

The Ripley Academy accepts no responsibility for the security of confiscated and personal items, including mobile phones. These are brought into school at the owner's risk