



ASTREA ACADEMY
DEARNE

Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Astrea Academy Dearne

Family Handbook

2025/2026

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Principal's Welcome

Dear Parent/Carer,

I am delighted to share our 2025/26 Family Handbook with each of you.

This document is designed to help you and your child be prepared for a successful academic year ahead, from their first day back in September right the way through to the summer of 2026.

At Astrea Academy Dearne, we are unapologetically focused on ensuring that each of the young people in our care can learn, achieve highly, and go on to thrive and leave successful lives. We want every scholar to be able to go on to university or a real alternative. We will realise these goals through working in partnership with yourselves, so that you are assured that your child is equipped to succeed every day and is able to make the most of everything we have to offer as a school.



I have no doubt that you will have many questions about your child's start in September, and I hope that you find the answers in this handbook. If you want to find out more, or wish to share feedback, we would be delighted to hear from you via e-mail, info@astreadearne.org

I thank you for taking the time to read and digest all the information that is in this handbook, for your support in helping the school realise your child's potential, and for our continued working together for the duration of their time in our care.

Kind regards

Mr Amir Arezoo
Associate Principal
Astrea Academy Dearne

Our Vision

Our vision is that all Astrea Academy Dearne scholars will learn, thrive, and lead successful lives. We will realise this through a relentless commitment to a brilliant education, a focus on inclusion for all, and by delivering on our promise of broad opportunities and supporting and sustaining thriving communities.

Our Values

As a values-driven academy, our core values are the bedrock of our culture and the essence of our collective identity. These values underpin a positive and inclusive environment, guiding individuals to embody integrity, compassion, and purpose in their personal and professional lives. They ignite a passion for excellence and underpin a strong sense of belonging within our wider community. Together, these core values empower us to uphold our commitment to excellence and make a positive difference in everything we do.

Scholarship:

We are committed to promoting a culture of academic excellence. Through a dedication to scholarship and a knowledge-rich curriculum, we empower our scholars and colleagues to pursue knowledge, and the rigorous exploration of subjects as disciplines.

Curiosity:

We embrace curiosity as a driving force for exploration, innovation, and discovery. It involves an openness to learning from different perspectives, a willingness to challenge assumptions, and an eagerness to discover the unknown.

Tenacity:

We value perseverance, resilience, and determination in the face of challenges. With tenacity, we encourage our scholars and colleagues to overcome obstacles, stay committed to their goals, and strive for excellence.

Responsibility:

We uphold principles of accountability, integrity, and ethical conduct in all aspects of our work. It involves fulfilling obligations, honouring commitments, and considering the impact of one's choices on oneself and others. Through a sense of responsibility, we foster trust, reliability, and ethical leadership among our scholars and colleagues.

Respect:

We promote a culture of respect, empathy, and inclusivity in our school community. By valuing diversity, dignity, and mutual understanding, we create a welcoming and supportive environment where everyone feels valued and respected.

Core Routines

At Astrea Academy Dearne, we have a series of daily practices called 'core routines', designed to ensure that we provide an environment and culture that is safe, inclusive and enables scholars to focus on their learning and social development. These include:



Arrival

Scholars are greeted by staff at the start of the day, to help ensure scholars are prepared for a successful day.



Morning Meeting

Every day, scholars come together to reflect on our values, hear key messages and celebrate success.



Astrea Reads

Each morning scholars read enriching and relevant texts, increasing cultural capital, and to support learning.



Entry

Entry routines support a purposeful start to every lesson, helping maximise every minute.



Exit

Exit routines support scholars to transition to the next lesson or break in a calm and orderly fashion.



Transitions

Scholars are encouraged to move calmly and quietly, providing a safe and inclusive environment.



Habits of attention

We use visual and verbal cues to indicate to all scholars that we expect silence and their full attention. We use a visual signal (arm in the air), or we use SET (Sit Up Straight, Empty Hands, Tracking the Speaker - explained later in this document).



Appreciations

Weekly scholar and staff appreciations celebrate those who live our values and promote a scholarly culture.

Codifying Culture

‘We are what we repeatedly do. Excellence, then, is not an act, but a habit.’

At Astrea Academy Dearne, we believe that a scholarly culture is not just central to every young person having a great education; it is both inclusive and integral to helping them prepare for a successful future.

We use a range of approaches to realise this culture, and the examples below are a few of those ways.

Excellence is a habit



Scholars rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

Warm/Strict



We maintain high expectations for scholars while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

Joy and belonging



Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every scholar feels joy and a sense of belonging.

Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all scholars.

Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

Praise & Recognition



Recognition, praise, and rewards drive positive change. We aim to praise scholars every lesson, every day. Sanctions are issued when wrong choices are made.

Rowing together



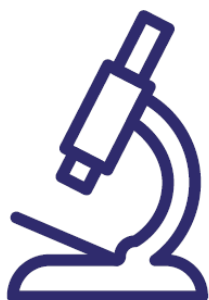
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

Aspiration



We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

Sweat the small stuff



Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

Teachers can teach and scholars can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

Calendar

September	Week	M	T	W	T	F
	1	1	2	3	4	5
	2	8	9	10	11	12
	3	15	16	17	18	19
	4	22	23	24	25	26
	5	29	30			

1 st	INSET Day
2 nd	Y7 Onboarding Day - all Y7 in school
3 rd	Y11 Onboarding Day - Y7 & Y11 in school
5 th	Y8, Y9, Y10 Onboarding - all scholars in

March	Week	M	T	W	T	F
	23	2	3	4	5	6
	24	9	10	11	12	13
	25	16	17	18	19	20
	26	23	24	25	26	27
		30	31			

20 th	INSET Day
4 th	Y9 Subject Review Evening (online)
25 th	Y9 Options Event (in school)
30 th - 10 th	Easter holiday

October	Week	M	T	W	T	F
	5			1	2	3
	6	6	7	8	9	10
	7	13	14	15	16	17
	8	20	21	22	23	24
		27	28	29	30	31

15 th	Y7 - Y11 Tutor Review Evening (in school)
24 th	INSET Day
27 th - 31 st	October half term holiday

April	Week	M	T	W	T	F
				1	2	3
		6	7	8	9	10
	27	13	14	15	16	17
	28	20	21	22	23	24
	29	27	28	29	30	

29 th	Y8 Subject Review Evening (online)
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November	Week	M	T	W	T	F
	9	3	4	5	6	7
	10	10	11	12	13	14
	11	17	18	19	20	21
	12	24	25	26	27	28

3 rd	INSET day
-----------------	-----------

May	Week	M	T	W	T	F
	29					1
	30	4	5	6	7	8
	31	11	12	13	14	15
	32	18	19	20	21	22
		25	26	27	28	29

4 th	May Day Bank Holiday – School Closed
25 th - 29 th	May half term holiday

December	Week	M	T	W	T	F
	13	1	2	3	4	5
	14	8	9	10	11	12
	15	15	16	17	18	19
		22	23	24	25	26
		29	30	31		

5 th	INSET Day
10 th	Y11 Subject Review Evening (online)
22 nd - 2 nd	Christmas holiday

June	Week	M	T	W	T	F
	33	1	2	3	4	5
	34	8	9	10	11	12
	35	15	16	17	18	19
	36	22	23	24	25	26
	37	29	30			

24 th	Y10 Subject Review Evening (online)
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January	Week	M	T	W	T	F
					1	2
	16	5	6	7	8	9
	17	12	13	14	15	16
	18	19	20	21	22	23
	19	26	27	28	29	30

5 th	INSET Day
-----------------	-----------

July	Week	M	T	W	T	F
	37			1	2	3
	38	6	7	8	9	10
	39	13	14	15	16	17
		20				

3 rd	INSET Day
20 th	INSET Day

February	Week	M	T	W	T	F
	20	2	3	4	5	6
	21	9	10	11	12	13
		16	17	18	19	20
	22	23	24	25	26	27

13 th	INSET Day
11 th	Y7 Subject Review Evening (online)
16 th - 20 th	February half term holiday

	Scholar Review Evenings
	Bank Holidays & Closures
	INSET Day - School Closed
	School Holidays

Return Dates & Times in September

From **Tuesday 2nd September**, scholars will have a staggered start to the academic year:

Date	Y7	Y8	Y9	Y10	Y11
Mon 1st September	INSET Day for all school staff				
Tue 2nd September	In school 8:30 am start				
Wed 3rd September	In school 8:30am start				In school 8:30am start
Thurs 4th September	In school 8:30am start				In school 8:30am start
	Synergy scholars in school 8:45am – 2:45pm				
Fri 5th September	All scholars in school Y7, Y9, Y11 8:30am – 3:00pm; Y8 and Y10 9:00am – 3:00pm, Synergy 8:45am – 2:45pm				
Mon 8th September	All scholars in school 8:30am – 3:00pm (Y11 session 6 until 3:55pm)				

Academy Day

Session	Start	End	Duration
Morning Meeting/Astrea Reads	8:30am	9:15am	0:45
Session 1	9:15am	10:10am	0:55
Break A (Y11 / Y7 / Y9 – Groups 1 to 4 / Synergy)	10:10am	10:25am	0:15
Session 2 (Y11 / Y7 / Y9 – Groups 1 to 4 / Synergy)	10:25am	11:20am	0:55
Session 2 (Y10 / Y8 / Y9 – Groups 5 to 9)	10:10am	11:05am	0:55
Break B (Y10 / Y8 / Y9 – Groups 5 to 9)	11:05am	11:20am	0:15
Session 3	11:20am	12:15pm	0:55
Lunch A (Y11 / Y7 / Y9 – Groups 1 to 4 / Synergy)	12:15pm	1:00pm	0:45
Session 4 (Y11 / Y7 / Y9 – Groups 1 to 4 / Synergy)	1:00pm	1:55pm	0:55
Session 4 (Y10 / Y8 / Y9 – Groups 5 to 9)	12:15pm	1:10pm	0:55
Lunch B (Y10 / Y8 / Y9 – Groups 5 to 9)	1:10pm	1:55pm	0:45
Session 5	1:55pm	2:50pm	0:55
Line Up	2:50pm	3:00pm	0:10
Session 6 (Y11 Only: Monday, Wednesday, Thursday)	3:00pm	3:55pm	0:55

Staff at the Academy

Senior Leadership Team

Emma Glover – Executive Principal
 Amir Arezoo – Associate Principal
 Ben Horbury – Vice Principal, Behaviour & Culture
 Danielle Wheeler – Vice Principal, Curriculum & Pedagogy
 Francesca Poppleton – Senior Leader for Safeguarding & Attendance
 Joanne Buckley – Assistant Principal, Inclusion
 Evangeline Byrne – Assistant Principal, Literacy
 Russell Calverley – Assistant Principal, Personal Development
 Ryan Kingston - Assistant Principal, Attendance
 Marcus Lindley - Assistant Principal, Quality of Teaching
 Luke Moreton - Assistant Principal, Assessment and Outcomes
 Peter Richardson – Assistant Principal, Behaviour
 Adam Stead – Assistant Principal, Culture & Systems
 Kay Child – Senior Pastoral Lead

Pastoral Structure

	Year 7	Year 8	Year 9	Year 10	Year 11
SLT Link	Adam Stead	Peter Richardson	Russell Calverley	Marcus Lindley	Luke Moreton
Senior Pastoral Leader	Kay Child				
Academic Year Leader	Lauren Myers (Senior AYL)	Gary Oliver	Rachael Murray	Francesca Knight (Senior AYL)	Colm Atkinson
Pastoral Year Leader	Terry Simon	Claire Lackenby	Emma Bann	Sasha Stables	Kerry Lamont
Enhanced Provision Intervention	Joanne Haines				
Attendance Officer	Karen Davis	Gary Crew	Keeley Dickinson	Lindsay Laycock	Julie Mason
School Engagement Officer	Kelly Andrews				
Safeguarding	Francesca Poppleton Colette Ellis Anna Perkins Jessica Woodcock				
Mental Health	Sarah South (Senior Mental Health Lead) Arronie Myrie				
Careers Leader	Holly Mills				

Departmental Structure

	English	Mathematics	Science
Head of Department	Nicole Skill	Jelena Chodnicka	Jamie Venning
Deputy Head of Department	Victoria Gillings	Alex Cadman	Michelle Lunn-Reynolds Robert Gray
Lead Practitioner	Helen Coyle Sheridan Johnson	Andrew Vinter	Will Barry
Teachers	Victoria Acornley Millie Barnes Jodie Fawcett Billy Land Millie Long Jane Smith Katie Smith Megan Wallace Sarah Wilmot (SENCO) Joanne Buckley	Georgia Bridger Ellis Clayton Victoria Hawksworth Hannah Lawrance Thomas Symms Marcus Lindley Adam Stead	Lucy Carroll Linda Chambers John Dennis George Eaton-Shipley Nathaniel McConnaughie Joel Mitchell Alex Scorrar

	History	Geography	Spanish
Head of Department	Louise Boothroyd	Stacey Kelsall	Daniella Sutton
Deputy Head of Department		Jordan Frith	
Teachers	Colm Atkinson Emily Chalkley Danielle Wheeler	Reagen Hepplestone Rachel Stevenson Amanda Upson	Laurie Davies

	Art & Design	IT, Business & Computing	Music
Head of Department	Amber Oliver	Jess Stork	Marc Robins
Teachers	Cassan Branagan Oliver Richardson-Smith Ryan Kingston	Sam Frith Luke Moreton	Russell Calverley

	Personal Development	Physical Education	Psychology
Head of Department	Rachael Murray	Chris Hazard	Samantha Lynch
Teachers	Russell Calverley	Millie Halliday Francesca Knight Lauren Myers Jamie Slator Ben Horbury Peter Richardson	

	Religious Education	Drama	Specialist Provisions
Head of Department	Sadie Wedgwood		
Teachers	Lily Kaya Kareena Landa	Gary Oliver	Robert Clare (SENCO) Clare Holroyd Amy Robinson Bethany Scott

Form Tutors

The form tutor is the first point of contact for parents/carers, and the first person our scholars see every day, during our morning meetings and Astrea Reads sessions.

	Year 7	Year 8	Year 9	Year 10	Year 11
Pastoral Year Leader	Terry Simon	Claire Lackenby	Emma Bann	Sasha Stables	Kerry Lamont
Form Tutors	John Dennis	Jane Smith	Sam Frith	Linda Chambers	Jelena Chodnicka
	Amber Oliver / Oliver Richardson-Smith	Christopher Hazard	Alexander Scorrar	Marc Robins	Andrew Vinter
	Robert Gray	Rachael Stevenson	Georgia Bridger	Victoria Acornley	Nicole Skill
	Jodie Fawcett / Jessica Stork	Amanda Upson	Jamie Slator	Will Barry	Helen Coyle
	Samantha Lynch	Louise Boothroyd	Millie Halliday	Alex Cadman	Jamie Venning
	Emily Chalkley	Nathaniel McConnaughie	Thomas Symms	Victoria Hawksworth	Michelle Lunn-Reynolds
	Billy Land	Reagan Hepplestone	Amy Robinson	Cassan Branagan	Ellis Clayton / Hannah Lawrance
	Stacey Kelsall / Megan Wallace	Kareena Landa			Victoria Gillings
	Daniella Sutton	Bethany Scott			

How to Contact the School

General questions or enquiries

Call Reception on 01709892211 or e-mail info@astreadearne.org – please allow up to 72 hours for a response.

Safeguarding

For urgent safeguarding matters, call 01709892211 and ask to speak to a member of the Safeguarding Team, or e-mail AAD-SafeguardingTeam@astreadearne.org – urgent matters will be responded to as soon as possible.

Meeting requests

Due to the nature of running a busy school, meetings will not happen on the same day or without advanced booking. Please use the channels above to arrange any phone calls or meetings with staff.

Other key e-mail contacts

To discuss:	Contact	E-mail address
Safeguarding	Safeguarding Team	AAD-SafeguardingTeam@astreadearne.org
Y7 General	Terry Simon	terry.simon@astreadearne.org
Y7 Attendance	Karen Davis	karen.davis@astreadearne.org
Y8 General	Claire Lackenby	claire.lackenby@astreadearne.org
Y8 Attendance	Gary Crew	gary.crew@astreadearne.org
Y9 General	Emma Bann	emma.bann@astreadearne.org
Y9 Attendance	Keeley Dickinson	keeley.dickinson@astreadearne.org
Y10 General	Sasha Stables	sasha.stables@astreadearne.org
Y10 Attendance	Lindsey Laycock	lindsey.laycock@astreadearne.org
Y11 General	Kerry Lamont	kerry.lamont@astreadearne.org
Y11 Attendance	Julie Mason	julie.mason@astreadearne.org
Complaints	Hannah Peace	hannah.peace@astreadearne.org
First Aid / Medical	Amy White	amy.white@astreadearne.org
General Enquiries	Main Reception	info@astreadearne.org

How we will Contact Families

Email: We also send e-mails direct to parents/carers about specific information for your child. Emails will be sent to the email address you have supplied. This is our preferred method of communication.

Telephone: Any urgent matters will be communicated by a phone call to high priority parent or carer – if we cannot get hold of you, after 3 attempts we will leave a voice message or send a text message.

My Child at School (MCAS) App: The MCAS app allows two-way communication between the Academy and parents through your smartphone free of charge. For example, the academy will be able to send (and receive) messages; share important Academy news and updates; share key dates which can be added to your personal calendar and provide live attendance information for your child and details of upcoming events, clubs, and trips.

Download the My Child at School app using the QR code below or go to: [MyChildAtSchool - Login](#)



Please note – until your child is on roll at the school, no information will be live through the App. The App will automatically go live in September for those who have downloaded it.

WhatsApp: We have our own WhatsApp channel, @AstreaDearne, where we provide subject-specific spotlights daily, and provide a weekly celebration update for our top scholars across the academy.

<https://whatsapp.com/channel/0029VaijQWc5fM5Ubb5NRL2Q>

ClassCharts: Class Charts is the main method of communication between school and home for tracking behaviour and rewards. The updates on this system are live. All scholars and parents will be provided with a login code. Please ensure that you have downloaded the app and can login to access this key information. Please contact the school if you do not have the code.

Weekly newsletter: Every Friday we will publish a newsletter to all families, providing updates on key events, activities and information for families and scholars. This will be sent by email and via our WhatsApp Channel to the contact addresses we have on the system.

Attendance

At Astrea Academy Dearne, we have a phrase: 'amazing attendance accelerates academic achievement'. In other words, the number one way to succeed at school is to be at school every day. As a result, we are unapologetic about insisting on attendance to school, not just for academic purposes, but also to ensure our scholars can access enrichment opportunities, pastoral care, careers conversations, arts and sporting events and where required, links to external services and support.

In addition to this, we consistently observe that scholars with excellent attendance not only perform better academically but also show greater confidence, engagement, and wellbeing. Regular attendance helps establish strong routines, fosters a sense of belonging, and ensures no learning opportunities are missed.

To illustrate the impact:

- Scholars with 97%+ attendance typically achieve a full grade higher than those with 90%
- Scholars with around 80% attendance often see a further drop of another grade.

Research has also shown that those who perform just one GCSE grade better than their counterparts across nine subjects have been shown to earn on average over £200,000 more throughout their lives.

Essentially, great attendance isn't just something that matters in school each day, it will have a significant impact on young people's lives well into the future.

Punctuality

Arriving at school on time is just as important as good attendance, and punctuality is a characteristic not just appreciated by school but also by post-16 providers, universities, and employers. Lateness to school is ultimately losing learning time, potentially having a negative impact on your child's long term success:

- 5 minutes late each day = over 3 days lost learning a year
- 10 minutes late each day = over 6 days lost learning a year
- 20 minutes late each day = over 12 days lost learning a year.

Scholar Absence

If a scholar is going to be absent, it is vital that a parent contacts the school at the earliest opportunity to provide a sufficient reason for absence. This should be by telephone on 01709 892211 or by texting via the MCAS app by 8:15am. Absence information should include: Name & DOB of scholar, tutor group, reason for illness/absence.

Absence can only be authorised where there is good cause. If no sufficient reason for absence is provided, attendance will be recorded as unauthorised. All absences should be evidenced by the parent either telephoning the doctors or by a medical note. **Parents cannot authorise absence. This is a decision which rests with Astrea Academy Dearne in accordance with the boundaries set by The Education (Scholar Registration) Regulations 1996.** Holidays will not be authorised during term time and will likely result in a fixed penalty notice. **The decision to record a holiday as unauthorised rests with Astrea Academy Dearne.**

For extreme circumstances only, to apply for a scholar leave of absence, parents should complete a Term Time Leave Request Form which can be accessed on our website or collected from reception. Forms must be fully completed, with evidence provided, then returned to reception for consideration by the Principal.

Behaviour

At Astrea Academy Trust, we're dedicated to creating a school environment where excellent behaviour supports great learning. We believe every child should aim high, stay motivated, and achieve their best. Our curriculum and school life are designed to support not just academic success, but the personal growth of every scholar.

We want all our scholars to feel proud of their school and to know they belong. Everyone in our school community is treated with respect and is expected to show respect in return. We encourage scholars to take responsibility for their actions and to be positive role models for others.

By promoting good behaviour, we help build strong, trusting relationships across the school. We're here to support every scholar in becoming a responsible and respectful member of both the school and the wider community.

Central to our approach to behaviour is disruption-free learning; every scholar should be able to make the most of every minute in lesson without distraction. Teachers have the responsibility to ensure that this goal is realised in the classroom, and as such, rewarding the behaviours we want to see in the classroom as important as addressing others.

We expect this outstanding behaviour to continue around the Academy. This means in the corridors during transition time, on break and lunch, dining spaces as well as all other 'out of classroom' behaviour. Scholars are encouraged to be responsible for their behaviour choices in a varied and ever-changing environment, showing respect to their peers and all staff regardless of their status in school.

Class Charts

Our system for recording and monitoring scholar behaviour is through ClassCharts. If a scholar demonstrates one of our values of scholarship, tenacity, curiosity, respect, or responsibility, they will be rewarded with achievement points. If, for whatever reason, a scholar does something that does not meet our behaviour expectations, a member of staff will log behaviour points. Parents/carers can monitor their child's behaviour via the ClassCharts app; log in details can be requested from school if required.

Sanctions

In the unfortunate situation where a scholar's behaviour has resulted in a series of behaviour points recorded, they will be issued a sanction the next school day if they reach the following thresholds.

Behaviour points are accumulated throughout the day from behaviour both in-class and around the academy.

Threshold	Sanction
3 negative behaviour points in a day	30-minute detention
6 negative behaviour points in a day	60-minute detention
10+ negative behaviour points in a day	1 day in Reset Base or consideration for suspension or an off-site direction.

Mobile Phones

In line with many schools across the UK and internationally, Academy Dearne will become a completely mobile phone-free school from September 2025. **This policy will apply to all scholars across all year groups and provisions.**

We have made this decision based on overwhelming evidence that it will significantly benefit our scholars' academic progress and personal development.

Young people deserve to learn in an environment free from distractions and risks to their safety and wellbeing.

Research indicates that mobile phones can negatively impact a child's development because they:

- Are highly addictive
- Are linked to safeguarding and mental health concerns
- Expose children to harmful content, including violence, grooming, and pornography
- Reduce attention spans, making it harder for children to concentrate
- Limit time spent playing, exploring, interacting, and developing vital social skills.

When I refer to 'evidence', I mean both the experiences of other schools that have already implemented phone-free policies and the growing body of scientific research on the harmful effects of excessive phone use.

Our chosen method for becoming phone-free is the use of signal-blocking, lockable pouches. Each scholar will be provided one of these at the start of the academic year. **This pouch is considered part of school uniform and is the responsibility of the scholar to bring to school each day. Lost/damaged pouches may incur a charge to families.**

At the start of the day, on entry to site:

- Scholars will switch off their phone, placing this and other smart devices into a magnetically-locking pouch (this pouch will have been provided to them at the start of the academic year).
- Scholars will then be directed to lock this pouch and keep the pouch in their bag throughout the school day.

At the end of the day, or when leaving site:

- Scholars will be directed to unlock the pouch.
- They will remove their devices from the pouch, free to use them outside of school.

If a scholar has a scheduled appointment during the school day, the school must be informed in advance (as per current procedures) so that arrangements can be made for them to access their phone when leaving the site.

We are also aware that some diabetic scholars may need to use their phones for medical reasons. In such cases, medical exemptions will be granted, and a senior member of staff will contact the relevant parents to make individual arrangements.

If you need to contact your child during the school day, please call Reception. We are increasing staff availability, phone lines, and opening hours to support this.

I understand this is a significant change, but I am confident you will appreciate the positive impact it will have on scholars' learning, wellbeing, and social development.

Our priority remains ensuring your child can learn, thrive, and succeed.

Phones-Free Schools: Frequently Asked Questions

1. What evidence supports the benefits of a phone-free environment?

We have compiled a comprehensive list of research studies, evidence, and book references in the 'Additional References' section below.

2. Will scholars still have access to technology for learning?

Absolutely. Where appropriate for the subject being studied, the school will provide devices to support learning.

3. What if a scholar needs their phone for medical reasons?

Where medical exemptions are required, the school will implement them once we have received the appropriate documentation from healthcare professionals.

4. Can scholars use phones at break or lunchtime?

No. Scholars will not be able to unlock their devices until the end of the school day.

5. What happens if a scholar forgets to turn off or store their phone? Will they be punished if their phone is seen or heard?

The pouches are signal-blocking, so alerts should not come through. However, scholars are still expected to switch off their devices. If a phone makes a noise in class, the scholar will be directed to triage for the remainder of the lesson, and the incident will be addressed.

If a scholar forgets to turn off their phone, they will receive 10 negative points on ClassCharts. If they forget to store their phone in the pouch, they will also receive 10 negative points and be expected to store it immediately. Refusal to follow this process is a serious breach of the Behaviour Policy and may result in suspension.

6. What happens if a scholar is caught using their phone?

If a scholar deliberately breaches the policy by using their phone, they will receive an appropriate sanction—typically a one-day suspension. The phone will be confiscated and stored securely, and parents will be informed. The phone can be collected at the end of the school day.

7. How can I contact my child during the school day?

In urgent situations, please call Reception on 01709 892211. For non-urgent matters, you can use MCAS or email info@astreadearne.org, and messages will be passed on promptly.

8. What should my child do in case of an emergency?

They should speak to any member of staff. We have trained first aiders and safeguarding leads available to support with emergencies. If necessary, we will contact home as soon as possible.

9. Can my child use their phone after school hours while still on school grounds?

No. The policy applies to all school activities, including after-school clubs and enrichment sessions. Scholars may only unlock and use their phones once they have left the school site.

10. Will my child's phone be safe?

Yes. Scholars will keep their locked pouch with them throughout the day, typically stored in their school bag. We advise scholars to store the pouch securely to prevent loss or damage.

11. What should my child do in case of an emergency?

They should speak to any member of staff if they need urgent help. We have trained first aid and safeguarding staff available to support with emergencies. If needed, we will contact home as soon as possible.

12. What happens if my child forgets to unlock their pouch before leaving school?

This has been extremely rare in schools that have already implemented this system. If it does happen, the school office is open until 5:00 PM, and scholars can return to unlock their pouch. Alternatively, they can enjoy the benefits of a phone-free evening!

13. How quick is the unlocking process?

Very quick—less than a second per scholar. While scholars are getting used to the process, staff will be on hand with mobile unlocking stations to prevent queues. If needed, we will install additional unlocking stations.

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Curriculum

At Astrea Academy Dearne, we believe it's incredibly important that scholars have a balanced curriculum which offers them a varied range of learning opportunities. We believe that an academic, knowledge-rich curriculum is an entitlement for all our scholars. We have allocated considerable time and resources to ensure scholars achieve well across the core and options subjects.

Our curriculum is underpinned by the following principles:

- Rich in powerful knowledge
- High expectations for ALL
- Progression of knowledge over time
- Inclusivity and ambition for all.

These principles are brought together in lessons through our booklet-led curriculum in each subject. Booklets are an evidence-led approach that allows all scholars to access high quality, expert-planned learning materials across all of our subjects.

Key Stage 3

At key stage 3 scholars will study the subjects below over a two-week timetable:

English 8 lessons	Mathematics 8 lessons	Science 8 lessons
Geography 4 lessons	History 4 lessons	Spanish 2 lessons
PE 3 lessons	RE 2 lessons	Art/Design Technology 3 lessons
Computing 2 lessons	Music 2 lessons	Drama 1 lesson
Personal Development 2 lessons	Character Education 1 lesson	

Scholars in Specialist Provisions follow a curriculum that covers the same subjects, however different amounts of curriculum time are given to subjects. This is to allow scholars to have more time in English and Maths to facilitate more rapid progress in these subjects. For more information about the Specialist Provision curriculum, please contact Mrs Byrne via info@astreadearne.org.

Scholars also spend 45 minutes each day with their form tutor, during which Astrea Reads will be delivered.

Key Stage 4

Following on from the rigorous curriculum at Key Stage 3, in Key Stage 4 all scholars continue to study a broad and balanced academic curriculum to GCSE or equivalent but can choose 3 additional subjects.

The core fortnightly curriculum to be on offer for all Key Stage 4 scholars will be:

English 9 lessons	Mathematics 9 lessons	Science 10 lessons
Core PE 2 lessons	Core RE 1 lesson	Personal Development 1 lesson

In addition to this core, scholars will study three option subjects:

GCSE History	GCSE Geography	GCSE Spanish	OCR National Sport Studies
GCSE Religious Studies	GCSE Art & Design (Endorsed)	GCSE Photography	GCSE Business Studies
GCSE Psychology	GCSE Music (Year 10 only)	BTEC (Tech Award) Drama	BTEC (Tech Award) Health & Social Care (Year 10 only)
BTEC (Tech Award) Digital Information & Technology	Eduqas Vocational Award Construction (Year 10 only)		

Again, scholars in Specialist Provisions cover a full suite of subjects, but curriculum timings differ slightly to better meet the needs of the scholars. Some scholars in Specialist Provisions may access different levels (e.g. Entry Level Certificates), but this is decided on a scholar-by-scholar basis. For more information about the Specialist Provision curriculum, please contact Mrs Byrne via info@astreadearne.org.

Scholars also spend 45 minutes each day with their form tutor, during which Astrea Reads will be delivered.

Homework

All scholars receive weekly homework to supplement their in-class studies. This may comprise of:

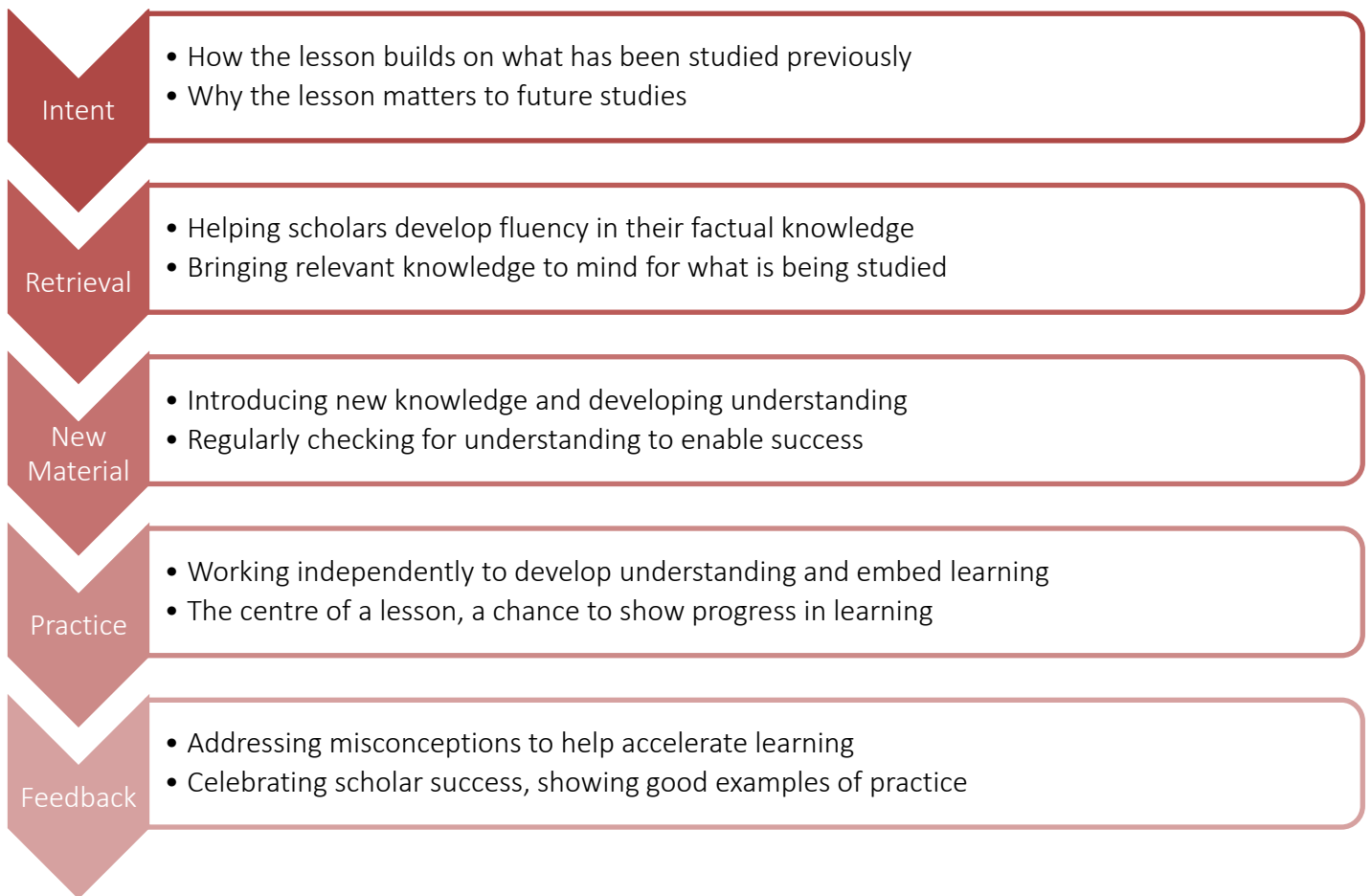
- Online homework, such as Sparx, Seneca or Carousel
- Recall practice using knowledge organisers (every scholar will have their own set of knowledge organisers in a dedicated folder – see the equipment section)
- Exam paper practice in Year 10 and Y11.

From September, the deadline for all homework will be Friday morning at 8am. If scholars need support with their homework, we have a daily after-school club hosted in our IT classrooms, where subject teachers are available to provide guidance and clarification to help your child be successful. We conduct prize draws for scholars who complete homework on time and deserve rewarding for their dedication in their studies.

More detail about which subjects are setting homework and when will be provided in September.

Lesson Structure

All lessons at Astrea Academy Dearne follow the Dearne Cycle of Learning, a research and evidence-based structure that supports all scholars to make the most of every lesson:



In every lesson, we employ two key 'habits of attention' to support scholars maximise every minute:

SET

The teacher announces this to ensure all scholars are moving from one part of a lesson to another:

- "3, sat up straight; 2, empty hands; 1, tracking me".

Signal, Pause, Insist

The teacher uses this to ensure all scholars are ready for an instruction:

- Signal – the teacher raises their hand; all scholars do the same
- Pause – the teacher waits for 100% attention from all scholars
- Insist – the teacher narrates the positive ("I can see 90% of scholars ready") whilst waiting for 100%.

Morning Meetings

Morning Meetings are held for every year group across the Academy. The start of the day is incredibly influential in determining the day's success. By providing a regular opportunity to come together as a year group to communicate expectations and key messages, check readiness for the day and show appreciation to our scholars, we ensure a purposeful beginning to the day through a calm and positive start.

Morning Meetings:

- **Provide knowledge rich** experiences
- Communicate and provide clarity of our **culture and academy values**
- Deliver **information** to scholars - pastoral and curriculum based
- Allow a **positive start** to the day everyday- right frame of mind
- **Reinforce classroom culture**- Learning is sacrosanct, time is precious
- Contribute to ensuring that scholars are **prepared** for a successful day ahead
- Provide time for **reflection**
- Focus on our Astrea Values of Scholarship, Respect, Responsibility, Curiosity and Tenacity.

Reading

At Astrea Academy Dearne, reading underpins everything that we do; we are aware that strength in reading is fundamental to academic success across the curriculum. The ability to read accurately, fluently and for pleasure is a right which we ensure that all scholars have access to. All scholars are expected to read for at least 30 minutes daily and are given time during the school day to meet this expectation. As well as reading at school, we expect scholars to read for pleasure at home.

We use SPARX Reader, Thinking Reading and the New Group Reading Test to track every scholar's reading success and will share information about your child's reading with you throughout the year.

Y11 Session 6 Lessons

Following the recent parental consultation, Y11 scholars have a compulsory 'Session 6' on a Monday, Wednesday, and Thursday. These sessions are part of the normal Year 11 timetable. Session 6 will run from 3.00pm – 3:55pm from Thursday 4th September 2025.





Day	Band A	Band B
Week A Monday	English	Maths
Week A Wednesday	Option A	Option A
Week A Thursday	Maths	Science
Week B Monday	Option B	Option B
Week B Wednesday	Science	English
Week B Thursday	Option C	Option C

Uniform

Our uniform supplier is Vortex. You can access the Vortex website by clicking on the link below:

[Astrea Academy Dearne \(vortexschoolwear.co.uk\)](http://vortexschoolwear.co.uk)

On the following pages we have provided clear examples of what uniform is required, what will be provided by school, and what non-academy items are acceptable. **Please note that the Principal will make all final decisions on uniform, which items are deemed acceptable and in line with the expectations we have of scholars.**

Uniform Item	Purchasing Information
<p>ACADEMY black blazer</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div>	<p>Year 7 first blazer is free – Code has been distributed.</p> <p>Year 8 – Year 11 – blazers available from Vortex.</p>
<p>ACADEMY blue tie</p> <div style="text-align: center;">  </div>	<p>Year 7 first tie is free – Code has been distributed.</p> <p>Replacements £5.00 from Vortex.</p>
<p>ACADEMY school bag</p> <div style="text-align: center;">  </div>	<p>All scholars will receive a free school bag in September. This considered part of their uniform.</p>
<p>White long or short sleeved school shirt with stiff collar (not a polo shirt)</p> <div style="text-align: center;">  </div>	<p>Any good supermarket / department store</p>

Black school shoes (not boots or trainers)

Acceptable

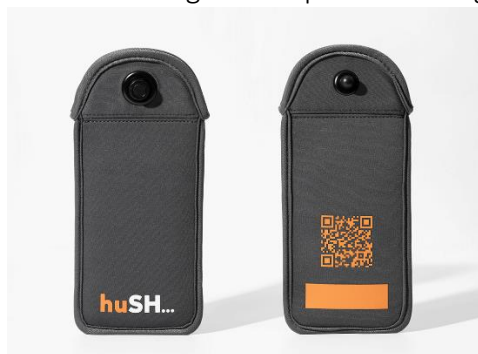


Unacceptable





Any good supermarket /
department store

Hush phone pouch for storing mobile phones during school day



Provided by school at the start of
the academic year. See 'mobile
phones' section on page 24.

<p>Plain black tailored trousers or ACADEMY knee length blue skirt</p> <div data-bbox="236 203 963 779">  </div>	<p>Any good supermarket / department store</p> <p><i>NB: Academy skirts are available from Vortex</i></p>
<p>Black socks or thick black tights</p> <p><u>Optional items:</u> Black V-neck jumper</p> <div data-bbox="507 920 759 1290">  </div>	<p>Available to purchase from Vortex.</p>
<p style="text-align: center;"><u>NOTES</u></p> <p style="text-align: center;">All religious headwear should be black with no embellishments.</p> <p style="text-align: center;">Belts should be black and made from leather/leather look material with a plain buckle.</p> <p style="text-align: center;">Leggings underneath skirts are not permitted.</p> <p style="text-align: center;">Incorrect or missing uniform will result in a day within Reset base.</p>	



PE Uniform

Full PE uniform should be worn for PE lessons and for extra-curricular clubs. PE uniform is considered a part of the same uniform expectations as the items listed above.

PE tops can be ordered from Vortex: [Astrea Academy Dearne \(vortexschoolwear.co.uk\)](http://vortexschoolwear.co.uk)

Uniform Item	Purchasing Information
<p>ACADEMY blue or red polo top</p> 	<p>Available to purchase from Vortex Schoolwear (see link above)</p>
Black tracksuit bottoms, sports leggings, or knee length shorts.	Any reputable sports clothing shop.
Sports trainers	Any reputable sports clothing shop.
<p><u>Optional items:</u> ¼ zip jumper</p> 	<p>Available to purchase from Vortex Schoolwear (see link above)</p>
<p>Additional important information: Long hair should be tied up, jewellery needs to be removed. A black long sleeve t-shirt, plain black hoodie, sweatshirt or ¼ zip jacket can be worn in addition to a PE top.</p>	

If a scholar does not have their PE uniform they will receive 1 negative behaviour point. Refusal to borrow PE uniform items will result in a further 2 negative behaviour points. Scholars should have a note from a parent/carer if they are unable to participate in practical activities. Involvement within the lesson will still be expected from scholars but this may be in a coach/assistant role.

Accessories and other non-uniform

Scholars are permitted to wear a pair of small stud earrings on the lower lobe. No other jewellery of any type is allowed. A wristwatch may be worn but this is not to be a smartwatch of any kind, all other items are not permitted. Below is a list to inform parents of additional uniform expectations, this list is not exhaustive, and decisions about what is acceptable lie with the Principal.

- Hair should be of natural colour with no patterns, lines, or extensions.
- Hair bobbles should be black.
- Make up should not be visible.
- Eyelash extension/fake eyelashes are not permitted.
- False or painted nails are not permitted.
- No headwear unless for religious reasons.
- Facial piercings are not permitted. This includes translucent piercings.

Scholars not complying with uniform expectations will be based in the Reset Base until the uniform breach is rectified.

Equipment

At Astrea Academy Dearne, all scholars should have the following equipment to prepare them in advance of the academic year ahead. We will provide all scholars with each of the items at the start of the academic year.

- 1 x A4 zip folder to keep equipment in
 - 2 x black writing pens
 - 1 x green pen
 - 1 x blue pen
 - 1 x pencil
 - A ruler
 - A rubber
 - A mini whiteboard
 - A whiteboard pen and eraser
 - Knowledge Organiser folder
- Hush phone pouch (see 'Mobile Phones' section on page 24)
- Astrea Academy Dearne bag.

Failure to bring this equipment will result in a negative point (-1) issued by the scholar's tutor (so negatives are not repeatedly issued). Scholars will then be given equipment from their tutor (which they are to return) so they are prepared for the day. Scholars are required to buy their own bag and bring it to school every day.

If any equipment is lost or damaged, it is the responsibility of scholars, parents/carers to replace this equipment.

Special Educational Needs

As part of our relentless commitment to excellence every day, all our scholars experience quality first teaching expertly delivered within the classroom by subject specialists. At the heart of our quality first teaching offer is invisible intervention. This invisible intervention ensures the additional support required to meet the needs of our learners with special educational needs, is embedded within our core curriculum offer, through common approaches to classroom culture. This ensures all scholars can succeed while feeling a sense of belonging at Astrea Academy Dearne.

All our teachers are experienced teachers of SEND and collaborate closely with all stakeholders involved in the continuous support and care of each individual child. As a result, need is predominantly met in the classroom; however, some scholars will be in receipt of targeted or specialist interventions which are tailored to suit their individual needs. Should your child be in receipt of such support, we will be in contact with you regularly to review this.

Scholar progress is at the heart of our curriculum. While we maintain consistently high expectations of all scholars. Our planning, teaching and assessment considers the varied abilities and interests of all our learners. Therefore, progress is measured at regular intervals throughout the year to inform future planning and provision. It is at these assessment intervals when scholars would be directed to a targeted or specialist intervention should it be required.

Both SENCOs within the academy are highly experienced professionals who are more than happy to discuss the needs of scholars in our care:

Sarah Wilmot – SENCO for Mainstream

Robert Clare – SENCO for Specialist Provisions

Both can be contacted via the school e-mail address, info@astreadearne.org.

Medical Requirements

Any medical information that the academy needs to be aware of should be added to MCAS using the medical details section.

Any medical information that the academy needs to be aware of that arises throughout the academic year should be passed through the main office, either in person, by phone or by email (details on the front cover).

Safeguarding

We are fully committed to ensuring that consistent and effective safeguarding procedures are in place to support families, scholars, and staff within the Academy. All concerns pass through to the Safeguarding Team in line with our Astrea Academy Dearne Safeguarding Policy 2025 and Keeping Children Safe in Education 2025 Government guidance.



**ASTREA ACADEMY
DEARNE**
Astrea Academy Trust
LEARN. THRIVE. SUCCEED

MEET THE SAFEGUARDING TEAM

SEE SOMETHING? SAY SOMETHING!



Francesca Poppleton
Senior Leader for Attendance and
Safeguarding
07562 307500



Colette Ellis
DDSL & Family Support Worker
07562 307032



Anna Perkins
DDSL
07562 307500



Kay Child
Senior Pastoral Leader
07562 307500

AAD-safeguardingteam@astreadearne.org

Personal Property

Parents and scholars should be mindful of the appropriateness of the items that are brought into the academy. Astrea Academy Dearne will not take responsibility for the loss or damage, however caused, to items of personal property.

Dining at Astrea Academy Dearne

Our Food Vision is to provide scholars with a healthy option of freshly made meals, all made in-house using locally sourced ingredients alongside daily delivered fruit and vegetables. We believe that we should feel just as proud of what we serve at the academy as we would in a restaurant. We also have a strong belief that all the scholars sit down and eat lunch together to enhance a social and family type environment. To achieve these goals, we have:

- An ever-changing seasonal menu on a 3-weekly rotating basis
- A vast selection of herbs and spices that coincide perfectly with the fresh produce we use
- Reduced the sugar content and turned to alternatives that taste just as good
- Encouraged the uptake and value of the school meal
- Hired chefs with a wide range of knowledge and skills
- Reduced food waste and introduced recycling
- Developed a greater understanding of portion sizes and a balanced diet.

Scholars will enter the main hall together to eat their lunch as a year group and will sit whilst dining. It is important to the academy that scholars have a safe, peaceful, and social space in which to eat their lunch.

A cashless till system is used so scholars can pay for their food safely and efficiently. Scholars will set up a 'fingerprint account' where parents can add money via MCAS (MyChildAtSchool) online payments. This ensures that only the scholar can access their money. Scholars can either bring a packed lunch, or they can use their fingerprint to purchase items – we would suggest £3 maximum per day (lunch time meal deal is £2.75). Scholars who are eligible for free school meals will automatically have £2.75 per day added to their account.