

Netherwood Academy



Family Handbook for Year 7 Academic Year 2025-26

Welcome to Netherwood Academy

We hope that this booklet provides you with all the information you need for the academic year ahead. If you have any queries or concerns, please email contact@astreanetherwood.org



Contact@astreanetherwood.org



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**Netherwood Academy
<https://whatsapp.com/channel/0029VaxyUME5PO12yrvJ1T1N>**



@Netherwood_Acad



<https://www.mychildatschool.com/MCAS/MCSParentLogin>

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Our Vision & Values

“To provide an exceptional, knowledge-rich educational experience, which ensures all scholars can succeed.”

SCHOLARSHIP

CURIOSITY

TENACITY

Welcome to Netherwood Academy

Welcome to Netherwood Academy, part of the Astrea Academy Trust. Thank you for considering us as your school of choice and we look forward to welcoming your child here in September 2025. We have high aspirations for the class of 2030 (when they will leave Year 11) and we hope that they in turn will have high aspirations, recognising that there is a wealth of choice for their future careers in the world.

As part of Astrea Academy Trust we have used research-based evidence to underpin the challenging and ambitious curriculum for the scholars that attend our school. Our core routines provide all scholars with the best conditions in lessons in which to learn and be successful. Scholars can enjoy uninterrupted learning in a broad and balanced curriculum. Running through the academic subjects is a life-changing programme of personal development, providing scholars with an understanding of our community and its place in the wider world. We believe in traditional approaches to teaching, and we value scholarship. In recognition of this we refer to our young adults as ‘scholars’ to reflect the commitment that everyone makes to academic learning, here and beyond. We promote strong family values, manners, decency, hard work, and kindness. We do this by practising routines that enable us to make the best use of our time. We are both warm and strict so that scholars know we care and can succeed within firm boundaries.

As an Astrea Academy, we subscribe fully to the trust’s values. Astrea’s future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we as Astrea hold dear:

- **Scholarship** – We are informed by the best academic and organisational thinking and research, using this where we can and expanding it where possible
- **Curiosity** – We will ask searching questions, not take things on face value, seek out the best of what is known and engage in appreciative enquiry
- **Tenacity** – We will deliver on our promises and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance
- **Respect** – We expect to treat each other with respect, in all forms of communication and interaction, and we expect everyone to embrace and celebrate difference; we also expect respect of the academy and community environment
- **Responsibility** – we accept responsibility and commit to ensuring we do not place barriers in the way of scholars achieving the very best outcomes they can, irrespective of their back-story; we expect scholars to also accept responsibility for their actions

As part of this commitment to improvement, we will be relentless in our ambition to ensure all scholars, irrespective of their background, can achieve in line with and beyond their potential. We will remain steadfastly unapologetic in demanding high standards and expectations from all staff and scholars, through the use of clear and consistent routines for behaviour and learning.

Key staff at Netherwood Academy

Regional Director	Mrs Rebekah Ramsden
Senior Vice Principal	Mrs Kirsty Hubbert
Vice Principal	Mr Luke Harper
Assistant Principal	Miss Jess Bain
Assistant Principal	Mr Daniel Bennett
Assistant Principal	Mrs Fiona Gwynnette
Assistant Principal	Mr Luke Jenkinson
Assistant Principal	Mrs Sarah Priest
Assistant Principal	Mr Christopher Snelling
Assistant Principal	Mrs Alexandra Olsen
Associate Assistant Principal (English)	Mr Evan Grieve
Associate Assistant Principal (Maths)	Miss Esther Farnell
Designated Safeguarding Lead	Mrs Paula Flaherty
Operations Manager	Mrs Rachel Brannan
Curriculum Leader Science	Mr Thomas Howley
Curriculum Leader Geography	Miss Clare Park
Curriculum Leader History	Mr James Walker
Curriculum Leader Spanish	Miss Santi Medina
Curriculum Leader Art and Technology	Ms Kimberley Clee
Curriculum Leader Computing and ICT	Mr Jordan Sutcliffe
Curriculum Leader Food	Miss Jo Wilson
Curriculum Leader Performing Arts	Mrs Nic Hirst
Curriculum Leader PE	Miss Nic Talbot
Curriculum Leader RE	Mrs Naomi Myers
SENDCo	Miss Chantelle Selby

The Academy Day 2025-2026

Start	End	Year 7
8:00	8:25	Gates Open & Breakfast Provision
8:25	9:10	Tutor Time, including Morning Meeting and Astrea Reads
9:10	10:10	Period 1
10:10	10:25	Break
10:25	11:25	Period 2
11:25	12:25	Period 3
12:25	12:55	Period 4a
12:55	13:25	Lunch – Family Dining
13:25	13:55	Period 4b
13:55	14:55	Period 5
14:55	15:00	Tutor Check in & Line Up
15:00	16:00	Enrichment activities and Homework Club

Start of the school day

Scholars should arrive at the gates of the school **before 8.25am**. The gates open at **8.00am**.

Getting to the Academy

Scholars should walk, cycle, or take the bus to the academy where possible. This reduces pollution and congestion whilst increasing safety, health, and wellbeing.

Walk

When walking, we ask scholars to be aware of road traffic which we have worked to minimise so that their journey to the academy is as safe as possible. Scholars can enter through the gates at the front of school (Dove Valley Way) or through the gates from Pitt Street.

Cycling

Scholars who cycle should wear a helmet and use lights and reflectors when it is dark. Cyclists should follow the highway code and refrain from cycling on pavements. Bikes should be locked in our secure bike storage area during the day with scholars providing their own locks. Bikes are left at the owner's risk. Scholars cannot bring electric bikes.

E-Scooters

E-Scooters are not permitted at the Academy.

Car

We recognise that a small number of parents live more than two miles from the academy and that in these rare cases driving to the academy might be the only option. If this is the case, where possible you should car share with other families to reduce the traffic around the academy and reduce carbon emissions. We have an academy drop-off and pick-up location on Dove Valley way which is at the

front of the academy. There is also a lay-by at the back of the academy on Pitt Street. We kindly request that parents do not drive up the driveway to the academy and use the parking outside the school. Dangerous and discourteous driving will be reported.

Bus

If travelling using the bus, please refer to the relevant public transport timetable. These are reviewed and updated periodically. There is a school bus that runs from Great Houghton and Thurnscoe. For more information about this, see the published timetable for the 449, 226, 219 or 218 bus.

The Academy Day

Scholars are welcomed at the Academy at 8:00am each morning for breakfast club. All scholars are expected to be present from 8:25am and are greeted by staff who give a warm welcome and support with any issues. There is also an opportunity to use the toilet or access breakfast club. The gates will close at 8:25am. The academy day starts at 8:25am when scholars line up to listen to Morning Address which is an opportunity to hear from the Year Teams or Senior Leaders and prepare for the academy day. Next, scholars move onto our Morning Tutor Session which incorporates the Astrea Reads programme and following this there are five sixty-minute lessons. We finish the day with our Line-up and dismissal from 3:00pm. Dismissal may be slightly staggered to avoid congestion and increase safety.

Break and lunch time arrangements

Our Vision is to provide scholars with a healthy option of freshly made food, all prepared in-house using locally-sourced ingredients. We have a strong belief that it is important for all the scholars sit down and eat lunch together to enhance social skills.

At breaktime, scholars can purchase a choice of snacks and drinks. A cashless till system is used (see the MCAS system) so scholars will not have to use money in the Dining Room, instead using a 'fingerprint account'. Scholars who are eligible for free academy meals will automatically have their lunch money added to their account, in readiness for lunch time.

At lunchtime, scholars will enter the food hall together to eat their lunch as a year group and will sit in an allocated seat whilst dining. It is important to the academy that scholars have a safe, peaceful, and social space in which to eat their lunch. Scholars are invited by the staff on duty to lead on the collection of the food from the food counters, and once all scholars at the table have finished eating, there is a collective responsibility that the whole table will carefully tidy up. Scholars then have free time to relax or play in the Amphitheatre. Free school meals do not automatically transfer to secondary school from primary, so you will need to apply again for these using the link below:

Free school meals

<https://www.barnsley.gov.uk/services/schools-and-education/free-school-meals/>

Curriculum

Our ambitious curriculum is academically rigorous and carefully constructed by subject specialists who have drawn from national and international expertise. The curriculum is sequenced in a way that ensures mastery by emphasising powerful knowledge that is delivered in small steps. Our scholars leave able to go to university or a real alternative and ready to live a great life.

We offer a broad and balanced curriculum that includes an allocation of Art, Drama and Music as distinct specialisms at Key Stage 3. Spanish is given an additional importance as we want our scholars to become confident global citizens with all the academic advantages that this study provides.

Our scholars learn from specially prepared and accessible booklets which function as a springboard for all classroom-based activities. Studies have shown that reading up to 10,000 words a day from a range of challenging texts improves academic outcomes and personal development which is why these booklets emphasise and promote reading. Teachers all use predictable routines (our Core Routines), so that classrooms are safe and welcoming environments for learning. Scholars with additional needs are supported in lessons by quality first teaching. There is a wide range of interventions for students who fall behind or need additional support.

Key Curriculum Principles

1. Rich in powerful knowledge
2. High expectations for ALL
3. Reading, reading and a little bit more reading

Reading

At Netherwood, 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 to which we ensure all scholars have access. All scholars are expected to read for at least 25 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 at home.

We have a library which is open at break time and lunchtime. We use *Sparx* Reader and the New Group Reading Tests to track reading success and will share information about each scholar's reading with form tutors and you throughout the year.

Morning Meetings

The Morning Meeting programme is part of the Tutor session in the morning and is designed to provide scholars with the knowledge to help them develop academically, personally and socially. Senior staff and pastoral leaders lead these full year group sessions at the start of the day so that all scholars are fully equipped and ready to learn. Scholars think deeply and ready themselves for the day ahead by reading, completing quizzes, discussing complex issues, and listening to presentations.

Assemblies/Tutor Time

Tutor time each day is a vital part of the school routine, providing structure and support to help scholars start and end their day positively. It's an opportunity to receive important notices, ensuring everyone is informed about school events, deadlines, and updates. Attendance checks help maintain accountability, while equipment checks ensure scholars are prepared for their lessons. Tutor time also sets the tone for the day ahead, allowing scholars to mentally prepare and organise themselves. Additionally, it complements PSHE lessons by covering topics such as well-being, resilience and current affairs, fostering personal development and creating a safe space for discussion. This daily practice strengthens relationships, builds routines, and supports scholars' overall growth and readiness for learning.

Assemblies and tutor time are part of standard routines each week. These are linked to a Morning Address and the Personal Development lessons. We have thought through the messages we want to deliver so that they are age appropriate and more impactful due to this internal coordination. At times we respond to events in society so that scholars gain an understanding of what is happening and why.



Our Classroom Culture

Learning is sacrosanct

All Astrea scholars deserve to explore the best of what has been thought and spoken. As staff who are unashamedly enthusiastic about our subjects, we know that the greatest gift we can give our scholars is our expertise. We believe joy and wonder is found in learning and we fiercely protect every scholar's right to access this.

Equity of knowledge

We believe that it is our moral imperative to impart powerful knowledge to all of our scholars. Staff thoughtfully select knowledge which enables our scholars to understand and challenge the world around them. We maintain consistent expectations of all scholars because they have the right to access this powerful knowledge, regardless of barrier or starting place. It is the job of our staff to teach to the top and find ways to support all scholars to get there.

Time is precious

We know that knowledge builds knowledge. With this in mind, the time in our classrooms is precious and both staff and scholars must treat it as such. We are always interested in taking the shortest path to learning and we deal with disruptions to learning consistently and seriously: learning time should never be wasted.

True understanding is long-term

We understand learning to be a change in long-term memory. Staff sequence their teaching carefully and always consider their curriculums in the context of a through-academy education. Our staff are mindful that learning needs to be obvious regularly question what has truly been understood and transferred to longer-term memory.

Common approach

As we believe that all our scholars deserve the absolute best educational opportunities, we think that it is important that our staff follow a common approach to classroom culture. To emphasise that learning is sacrosanct, Astrea children are addressed as scholars.

What does this look like in practice?

Teachers favour the use of booklets over PowerPoints (for example) as a teaching resource. Booklets are a printed, stapled resource that contain all the content, tasks and questions for all lessons within a topic. These take the place of PowerPoints or textbooks for content delivery as they are, effectively, an in-house, bespoke textbook that we have made. Teachers use visualisers to teach from the booklets allowing expert modelling and bespoke examples to be given.

Homework is set centrally so that scholars have clarity over the tasks they are expected to complete each night. All scholars have homework set nightly which is checked weekly. We expect scholars to always try their best with their homework so that their teachers can see how they are able to apply the knowledge they are learning in class.



Curriculum Structure

Key Stage 3

We offer a three-year Key Stage 3 which includes study of English, Maths, Science, Geography, History, Spanish, Drama, Music, Technology, Computing/Information Technology, Physical Education, Religious Education and Personal Development. Scholars are streamed into groups by ability.

Y7 Curriculum Allocation Per Fortnight

English (9 lessons)
Mathematics (8 lessons)
Science (8 lessons)
History (4 lessons)
Geography (4 lessons)
Spanish (4 lessons)
Art and Design (2 lessons)
Religious Education (2 lessons)
Physical Education (2 lessons)
Personal Development (1 lesson)
Music (2 lessons)
Drama (1 lessons)
Technology (1 lesson)
Information Technology (2 lesson)
Total: 50 lessons per fortnight

Key Stage 4

Whilst our Key Stage 4 offer is subject to change, scholars currently study eight GCSEs including Mathematics, Combined Science, English Literature, English Language, History or Geography, Spanish, and one option subject that they wish to study in more detail. Scholars also have lessons every fortnight in Religious Education, Personal Development and Physical Education.

Typical Y10 Curriculum Allocation Per Fortnight

English (9 lessons)
Mathematics (9 Lessons)
Science (10 Lessons)
History or Geography (6 Lessons)
Spanish (6 Lessons)
Option Choice (6 Lessons)
Religious Education (1 Lesson)
Personal Development (1 Lesson)
Physical Education (2 Lessons)
Total: 50 lessons per fortnight

Assessment

Key stage 3

Scholars have half termly or termly fluency assessments in subjects. These assess the knowledge they have learnt in lessons. All the information they need to be successful in these assessments can be found in the 100% booklets that scholars are given and expected to carry as part of their daily equipment.

After Christmas and in June/July, scholars will sit written assessments in each subject. For each of these assessments, scholars will be given a percentage score. Data will be reported to parents through a formal report which parents will receive twice during the academic year.

Scholars will be assessed on their reading ability twice a year and a current 'reading age' will be produced.

Key Stage 4

In year 10, scholars will sit full mock assessments in each subject. For each of these assessments, scholars will be given a current grade. This grade will be reported to parents through a formal report which parents will receive twice during the academic year. Further information regarding assessment will be issued prior to the first assessment.

In year 11, scholars will sit two full mock assessments in each subject ahead of their official exams in May and June.



Homework

Homework plays an important part in scholars' education. It enables scholars to develop fluency and confidence in their learning through engaging in regular, repeated practice. As parents/carers you are expected to provide a supportive environment for scholars to complete their homework every day and ensure that this is completed. There is a Homework Club that runs after school every day of the week which scholars can attend if they need support.

At Key Stage 3, scholars are expected to complete around an hour's worth of homework every night. Scholars complete the following homework:

1. **100% booklet (Knowledge Organiser)/Homework booklet**
 - At the beginning of every half term, scholars are issued with a 100% booklet containing Knowledge Organisers which detail the 'powerful knowledge' that scholars need to succeed in every subject. Every day all scholars should complete at least 30 minutes of self-quizzing from their Knowledge Organisers on a subject rota basis.
2. **Sparx**
 - In addition to the daily homework, scholars are required to complete a weekly *Sparx* quiz online for Maths, English and Science. There are videos and worked examples to help and there is a homework club to provide support in the academy. The homework is only complete when the scholar achieves 100%. *Sparx* homework is set to match scholars' ability and adjusts questions based on understanding. It is a personalised homework which is proven to boost grades.
3. **Language Nut**
 - Language Nut is an online platform which supports revision in Spanish, and homework is set weekly.

At Key Stage 4, scholars are expected to complete around 2 hours' worth of homework every night. Scholars complete Sparx, Language Nut (where appropriate), past papers and other online support platforms such as Carousel, depending on their options.

Student reports include a 5* Learner grade. To get the top grades and above 3 stars a scholar must have complete all homework to a high standard.

	Effort Points	Description
	5 ★★★★★	Actively takes responsibility for their own learning above and beyond what the teacher asks: <ul style="list-style-type: none"> Attends after school revision sessions Asks for more work to do at home Finishes a task and asks what to do next Tracks the teacher Researches a topic in their own time Chooses to improve work at home Helps others to learn
	4 ★★★★★	Meets all expectations 4* Learners ALWAYS do these things <ul style="list-style-type: none"> Arrives on time Brings all equipment Wants to learn Hands in all homework on time Tracks the teacher Produces lots of good quality work
	3 ★★★★★	Mostly displays good behaviours and shows good work rate 3* Learners MOSTLY do these things <ul style="list-style-type: none"> Arrives on time Brings all equipment Wants to learn Hands in all homework on time Tracks the teacher Produces lots of good quality work
WAKE UP CALL Being a 2-0* learner is bad news! Change your attitude today to improve your future success!	2 ★★★★★	Occasionally displays low level behaviours OR lack of effort but DOES NOT respond well to being challenged. 2* Learners SOMETIMES do these things <ul style="list-style-type: none"> Arrives on time Brings all equipment Wants to learn Hands in all homework on time Tracks the teacher Produces lots of good quality work
BE KIND WORK HARD	1 ★★★★★	Frequently displays low level behaviours, lack of effort OR occasionally disrupts the learning of others: A 1* learner often needs reminding to do the 'right' things, and may need more than one member of staff to tell them. They may sometimes disrupt other students' learning
KNOWLEDGE IS POWER Be a 5* learner, achieve better grades	0	Frequently disrupts the learning of others or DOES NOT respond well to staff when challenged: A 0* learner does not respond to staff and often disrupts the learning of other students.

Personal Development

Our PSHCE curriculum aims to provide all scholars with access to well-sequenced, high-quality lessons which are tailored to meet the needs of our diverse community.

The PSHCE curriculum focuses on four key strands:

- Health and Wellbeing
- Sex and Relationships
- Wider World including CEIAG (Careers Education, Information and Guidance)
- Citizenship

These themes are knowledge-rich, engaging and afford scholars the opportunity to debate in a safe environment, with clear ground rules promoting respect and compassion.

We encourage our scholars to be enterprising and support them in making effective transitions, informed decisions, positive learning, career choices, and in achieving economic wellbeing. In addition, we seek to ensure all scholars have the knowledge, skills and attributes to keep themselves healthy, safe and prepared for life and work as a citizen in modern Britain.

In essence, PSHCE aims to empower our scholars with the ability to make good choices, report concerns with confidence, and lead happy and successful lives.

PSHCE (Personal, Social, Health, Citizenship and Economic education) is taught within the umbrella of Personal Development and complements the wider programme of assemblies, morning meetings, enrichment opportunities, character education and drop-down events.

PSHCE has parity with other academic subjects in that it has dedicated timetabled lessons to allow sufficient time for discussion and reflection. For detailed information about what is taught in PSHCE lessons please visit the curriculum part of our website.



Clubs

Alongside our curriculum, we also run a wide variety of enrichment activities after academy. The timetable for clubs changes term by term, but in the past, it has included the following:

- Creative Writing
- Football Club
- Reading Club
- Cricket
- Badminton
- Music Club
- IT club
- Homework Club



This is an example of what the timetable might look like, but the provision for next year will be published in September.

	Year 7	Year 8	Year 9	Year 10	Year 11
Monday	PE - Dance Music - Rock Band English - Library Club	PE - Dance History – War Machine Club Music - Rock Band	PE - Dance Music - Rock Band PE– Boys Football	Music - Rock Band PE– Boys Football	Music - Rock Band English - Library Club
	Students to meet designated staff before entering the building				
Tuesday			PE – Girls Netball	PE – Girls Netball	PE – Girls Netball
	Students to meet designated staff before entering the building				
Wednesday	PE – Girls Netball Science – STEM Club & Snake Club (Week A only) English - Library Club	PE – Girls Netball Science – STEM Club & Snake Club (Week A only) English - Library Club	PE – Fitness Club English - Library Club	PE – Fitness Club Geography – DoE English - Library Club	PE – Fitness Club
	Students to meet designated staff before entering the building				
Thursday	PE/Geography – Boys Football PE/History – Badminton MFL – Culture Club History – War Machine Club (WK A only) Drama Performing Arts	PE/Geography – Boys Football PE/History – Badminton MFL – Culture Club Drama Performing Arts	PE/History – Badminton MFL – Culture Club Drama Performing Arts	PE/History – Badminton	

Behaviour and Rewards

Our Expectations

Our staff are warm, welcoming, and friendly. They are enthusiastic about working with young people, particularly the most vulnerable, and have a genuine commitment to improving the life chances of all scholars. Every routine that has been put in place with the most vulnerable children in mind to ensure the school operates in a way that is inclusive for everyone. We practise these routines and always explain what we do and why.

Whilst we are warm and friendly, we are strict. We say what we do and do what we say. Scholars are expected to sit up and track the teacher whilst they are talking with no interruptions. They walk from lesson to lesson on the left and in straight lines. At breaktime they are allowed to socialise in small groups. In and out of academy they are expected to be polite, courteous, and respectful. Bullying is exceptionally rare, and when it does happen it is dealt with quickly. Scholars love the safety of our approach and appreciate how this helps them to learn and benefit from disruption free classrooms.

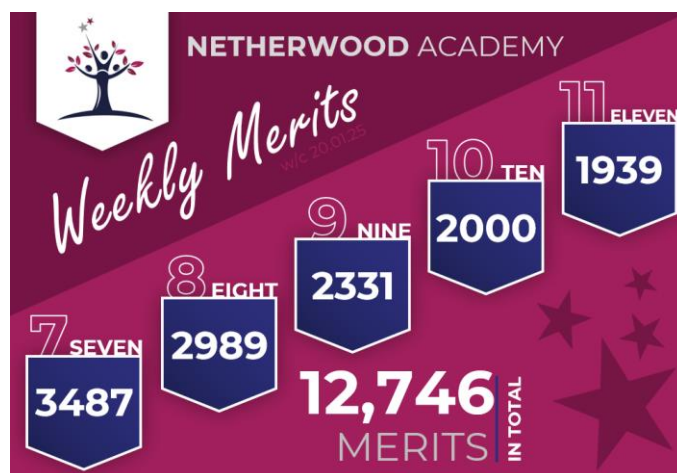
Alongside our high expectations of scholars, we also require 100% commitment from the parents/carers that choose Netherwood Academy for their child. By accepting an academy place, you also accept our policies, ethos and procedures and must support the academy for your child's benefit. This form of collaboration ensures that all children can succeed.

Rewards

Scholars should display courtesy, curiosity, tenacity, and scholarship at all times. Those that work hard, make strong progress, and achieve highly earn praise and rewards for their efforts. Merits are awarded throughout the academy day for meeting these high expectations. Each lesson scholars receive merits for going beyond in the classroom.

Every week form tutors celebrate the success of individuals within their form. Staff make praise phone calls sharing the scholars' achievements with their family. Appreciation is also celebrated at our Morning Address by the Year Teams. We send weekly texts home for scholars who achieve a 'Perfect Week' (100% attendance and no demerits for the week).

At select points during the academic year there are celebrations for scholars who have high 5* Learner reports and excellent attendance.



Managing Behaviour

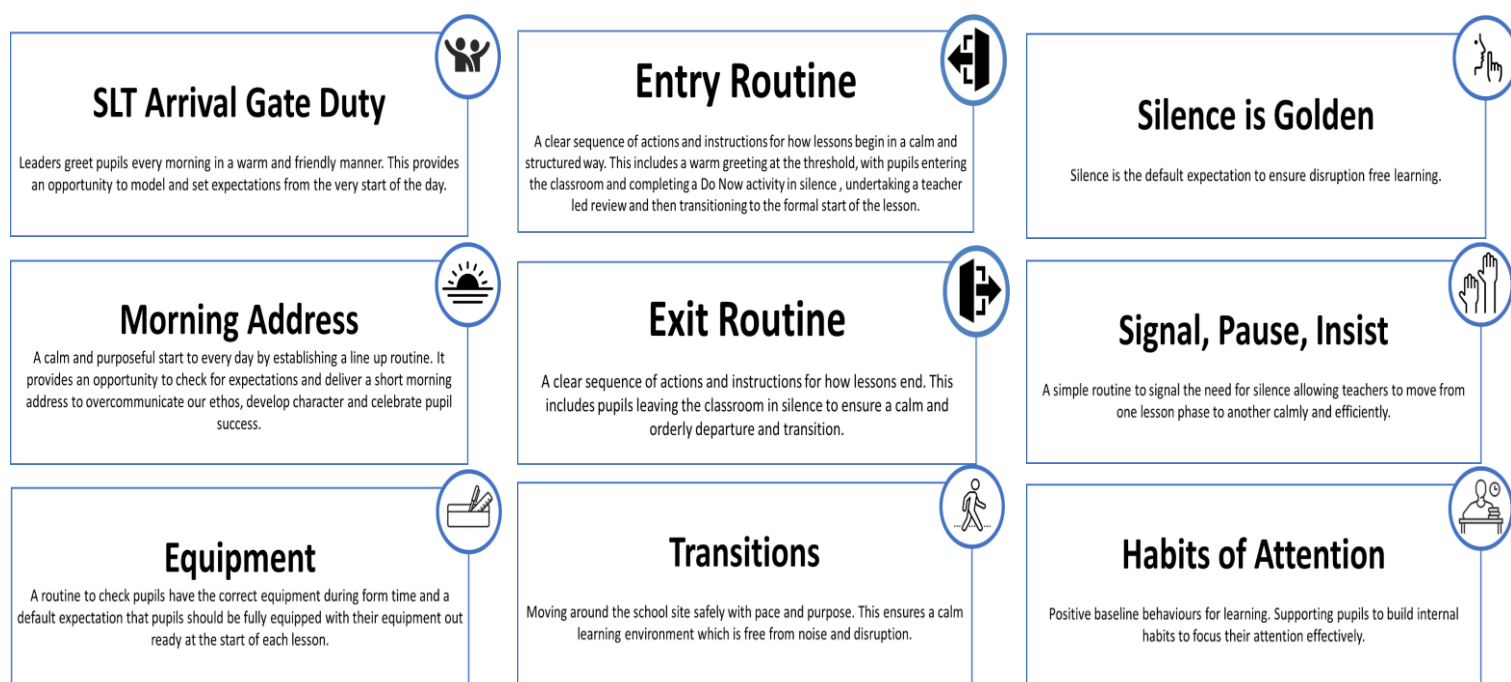
As soon as you become Netherwood scholar, we expect that you will meet our exceptionally high standards. To support you we will explain all our expectations and routines. We will not only teach you how to follow these expectations but also tell you why they are essential to allow everyone in our academy community to flourish and provide ample time for scholars to practice these.

We provide ongoing support to allow everyone to meet our high expectations by continually narrating our expectations, practicing our routines, teaching how to behave through our behaviour curriculum and modelling courtesy. We are exceptionally warm in our approach, and we recognise achievements. We are also strict and will issue sanctions when scholars do not meet our grand expectations. There are generally two reasons why we have rules in school; to keep scholars and the academy safe or to support scholars to be successful.

We expect disruption free learning in every classroom. If a scholar causes a problem in a lesson, they are stopping the other scholars from learning. This is never tolerated. In the first instance they are given a verbal warning which should function as a reminder for the scholar that disruption is not acceptable. If there is further disruption from that scholar, then they are issued with a 30-minute detention. If scholars still do not change their behaviour, they are removed from the lesson. This happens as often as necessary to get scholars to university or a real alternative and live a great life.

Scholars are supported through regular dialogue each week via our behaviour, attendance, SEND and Inclusion network meeting where interventions are discussed with pastoral, SEND and safeguarding colleagues to ensure no scholar is left behind.

Core routines at Netherwood Academy



Electronic Devices

There is significant evidence to say that mobile phone and social media use can have a negative impact on a young person's health. In addition, safeguarding concerns can arise through the misuse of mobile phones by young people. For this reason, we are a "Phone-Free Academy".

Mobile phones and other electronic devices (such as smart watches) are banned items, so are not permitted in the academy. If scholars bring a mobile phone to the academy for safety reasons, the expectation is that it will be stored securely by the academy, not used throughout the whole of the day, and only returned at form time/line-up at the end of the day. If a scholar refuses to hand in a phone they will be required to attend Reset until this has been rectified.

If scholars need to contact home or if home needs to contact a scholar, this can be organised through our reception team. We understand that you are responsible for your child's safety on the journey to or from the academy. For this reason, we strongly recommend that, if a phone is to be brought to the academy, you discuss the expectation with your child to hand it in at the start of the day so that this can be done swiftly and without delay.



Uniform

In support of our values, uniform achieves three important objectives:

- **It encourages a sense of community identity and pride:** by wearing the same badge and the same clothing, scholars are encouraged to think of the needs of the community as well as their own individual needs.
- **It encourages our scholars to develop habits for life:** by learning to, for example, polish their shoes, fold trousers or hang up their blazers, scholars learn the habits of discipline and personal responsibility that will stay with them for life.
- **It prevents unkindness or bullying whilst keeping costs down:** by requiring all our scholars to wear the same low-cost uniform, we reduce the incentive for scholars to ask parents for the latest (and most expensive) items of fashion. As a result, costs are kept as low as possible and no child can be seen to be poorer or wealthier than any other.

All Astrea secondary scholars should wear full school uniform. Uniforms should reflect our values and reinforce our culture of high expectations, pride in appearance and academic achievement. Uniform is one way in which scholars identify as an academy community and it promotes a strong and cohesive academy identity, supporting high standards in all areas of academy life as well as a sense of belonging.

Ambassadors in the Community

- **Scholars are our ambassadors in the local community. Therefore, we expect all scholars to wear the full uniform correctly (e.g. blazers on, ties on and shirts tucked in), when travelling to and from the academy.**
- All academy public events require full uniform to be worn, as the default. Likewise, it is the default expectation that scholars wear full uniform (or PE kit where relevant or necessary) for school trips and enrichment opportunities.

Uniform Hub & Swap-Shop

At Netherwood we provide a variety of uniform for scholars who have lost, forgotten or damaged an item. Scholars can borrow for the day until they can source a replacement. We have shoes, ties, shirts, trousers and blazers in a variety of sizes to suit. We also offer scholars the opportunity to swap an item for a different size as long as the item is in good condition. This is a cost effective and sustainable alternative to purchasing new items as we appreciate that children grow and change a lot during their time at secondary.

We encourage Year 11 scholars who are finishing each year to donate any items to the swap shop to enable us to maintain a healthy stock of good quality items.

To access the uniform hub, scholars should enter the Attendance office opposite main reception.

We acknowledge that some families may encounter specific financial difficulties. In such cases, should a family require financial support for uniform, we would encourage parents/carers to complete the Supporting Achievement Application.

Wearing the Uniform with Pride

All scholars are expected to wear their uniform correctly and with pride whilst on academy premises and on the journey to and from the academy.

Key aspects of wearing the uniform correctly with pride are:

- No coats, hoodies or any other non-uniform outer clothing worn inside the school buildings
- Blazer always worn when moving around the academy
- Sleeves on blazers and shirts not rolled up
- Top button fastened on shirt
- Shirt tucked in
- Tie worn correctly
- No jewellery apart from one small stud in each ear and a watch

Pause and Resolve

Staff are encouraged to ask scholars to 'Pause and Resolve'. This provides the scholar with the opportunity to rectify an issue with their uniform using an efficient method to ensure issues are addressed promptly and consistently, maintaining 100% standards.

1. **Pause:** When a member of staff notices an issue that needs immediate attention, they will calmly instruct the scholar to "Pause and Resolve." This signals that they should stop their current activity and focus on addressing the concern.
2. **Resolve:** During this pause, the scholar will be encouraged to take responsibility for resolving the issue, such as adjusting their uniform, tucking in a shirt, putting their blazer back on, removing an item of outdoor clothing. The staff member will then add a demerit or detention in line with the school behaviour policy.

This procedure allows scholars to quickly get back on track, reinforcing accountability and a commitment to improvement. Staff will use this opportunity to remind scholars that resolving issues promptly demonstrates their commitment to striving for excellence, following instructions the first time, and embodying the school's values of responsibility and tenacity.

If something isn't quite right, we ask scholars to "Pause and Resolve"



Academy Uniform and Appearance Items (Sept 2025)

Year 7 Visual Expectations

Core compulsory branded items for all Y7 scholars:

- Academy blazer (with new Astrea Tree logo)
- Light green KS3 tie
- Academy backpack (1st backpack provided for all new Y7 scholars. Replacements will be charged)
- PE ¼ Zip Top

Core compulsory non-branded items for all Y7 scholars:

- Plain black polo neck t-shirt for PE
- White long or short-sleeved shirt, with formal collar and fastened button. Shirts must be tucked in.
- Black Trousers (full length, tailored fit – no leggings or skin-tight material. See Trousers images for further details)
- Plain black socks, no white, coloured or patterned socks are permitted.
- Black leather / leather-look school shoes (see Shoe images for further details)
- Outdoor coat
- Trainers for PE

Optional items:

- Plain black jumper to be worn under a blazer, but not instead of. (V-neck only so the tie is clearly visible)
- Belt. Black, leather (or leather effect), simple / professional, discreet buckle.

We will provide scholars who are Free School Meals with a voucher to cover a number of compulsory items.

Blazer

New Logo Blazers are compulsory for **all new Y7 scholars** and optional for Y8-Y11. For sizes up to 36/38" the cost is £26.00. For 38" upwards, it is £32.00

For Years 8 to 11 blazers with the original logo can be purchased direct from the store and may be at a reduced cost while stocks last.



Branded PE Zip Top

The branded PE top (zip to a quarter of the way down the top) is compulsory for all of Year 7. It is optional for years 8 to 11

For sizes up to 36/38" the cost is £21.50. For 38" upwards, it is £27.00.



Branded Backpack

The branded backpack is compulsory for all of year 7, but optional for years 8 to 11.

The Academy will provide the first backpack for all new Year 7 scholars, but a replacement backpack for lost items would cost £15.00.

N.B. ALL scholars in Years 8 to 11 must have an A4 backpack (branded or unbranded).



Academy Tie

The academy tie is compulsory for all scholars. Year 7-9 have a light green tie and Years 10 and 11 a dark green tie. The cost of the ties is £5.50.



Non-branded compulsory items

Non-branded compulsory items are easily accessible for families and available for purchase from high street retailers.

PE Shorts must be plain black

PE Tracksuit bottoms or leggings must be plain black



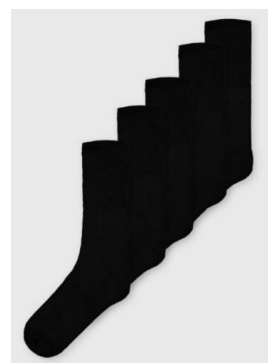
PE black polo neck t-shirt, no logos


Black socks

Black Trousers must be full length, tailored fit – No leggings or skin-tight material. See Trousers images for further details)

Years 8 to 11 must have an A4 sized Backpack. Any brand or colour.

Black leather or leather-style shoes that can be polished, with a flat sole are the only shoes that are permitted. Heels should be no higher than 2.5cm/1inch. No boots, trainers, or trainer-style shoes, ballet pumps, canvas or suede shoes are allowed. The style should be traditional, avoiding the appearance of a trainer.



Original Logo	New Logo
	 <p data-bbox="963 568 1267 600">ASTREA ACADEMY</p> <p data-bbox="963 658 1283 696">NETHERWOOD</p>

All of the branded items for all year groups can be purchased from our main supplier:



Unit C3 Grove Park
Springvale Road
Grimethorpe
Barnsley
S72 7BF

Tel: 07989390709

Items with the original logo can also be purchased from Vortex Schoolwear*



Grange Lane Industrial Estate, Stairfoot, Barnsley S71 5AS
Tel: 01226 20329

*Prices may vary

Accessories and other non-uniform

The only jewellery a scholar is permitted to wear is a single pair of plain stud earrings. 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 non-exhaustive list to inform parents of additional uniform expectations.

- Hair should be of natural colour with no patterns, lines, or extensions.
- Hair bobbles should be burgundy, navy blue, dark grey or black.
- Make-up should not be visible, fake tan is not permitted.
- Eyelash extension/fake eyelashes are not permitted.
- False or painted nails are not permitted.
- No caps or hats unless religious headwear which must be black
- Facial piercings are not permitted. This includes translucent piercings.

Scholars will remain in the Reset Space until the uniform breach is rectified.



The Principal will make all final decisions on uniform, whether it is deemed acceptable and in line with the expectations we have of all our scholars.

Equipment required to access lessons.

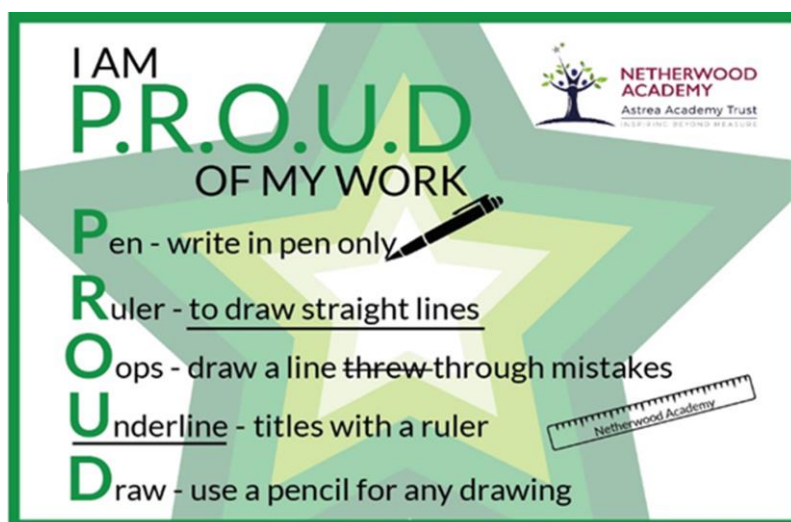
All scholars should have the following equipment to prepare them for the academic year ahead.

- Scholar planner
- Reading book
- A bag (Netherwood Academy)
- 1 x pencil case with the following contents:
 - 2 x black or blue writing pens
 - 1 x green pen
 - 1 x purple pen
 - 1 x pencil
 - 1 x highlighter
 - A ruler
 - A rubber

Year 7 scholars may only have a Netherwood Academy branded bag.

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

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



Special Educational Needs (SEND)

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 whilst feeling a sense of belonging to Netherwood.

All our teachers are experienced teachers of SEND and work closely with all stakeholders involved in the continuous support and care of each individual child. As a result, need is met in the classroom; however, some scholars will be in receipt of short-term 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 that scholars would be directed to a targeted or specialist intervention should it be required.

The Academy SENCO is Miss Chantelle Selby who can be contacted by emailing contact@astreanethrwood.org or by telephoning main reception and requesting a call back.

Attendance

All scholars are expected to attend the academy **every day** and parents have a legal obligation to ensure this happens. This is because the relationship between regular attendance and attainment is clearer than ever. In addition, scholars can make friends and develop their social skills when they attend regularly whilst also having the opportunity to take part in a wide range of extracurricular activities. Whilst occasional sickness is unavoidable, it is of key importance that the attendance of every scholar is kept above 97%. Failure to do so could result in the Local Authority issuing a Fixed Penalty fine and/or a summons to appear at Magistrates' Court. However, we are aware there may be exceptional circumstances for a child to miss their education and will always offer support to ensure your child attends regularly.

"The relationship between regular attendance and attainment is clearer than ever"

Attendance is a key focus for the academy. Each scholar's attendance will be monitored every week by the Attendance Manager, Pastoral Year Leads, and the Assistant Principal for Attendance, Mr Jenkinson. Where attendance issues are identified, parents and scholars will be spoken to and/or invited into the academy for meetings to look at how we can plan together to improve attendance and break down barriers. We work closely with our families to ensure we do all we can to support them to attend academy regularly.

What to do if your child is absent from the Academy

For each day's absence, please contact the Academy through the MCAS App or by ringing the Academy and leaving a message. Please do this before 8.30am.

Absence due to illness will be authorised unless the academy has a genuine concern about the authenticity of the illness. If the authenticity of the illness is in doubt, the academy may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily. If the academy is not satisfied with the authenticity of the illness, the absence will be recorded as unauthorised, and parents will be notified of this in advance.

The academy will contact parents on a daily basis if they fail to inform the academy of an absence. The academy must be notified of the reason for a child's absence in order to safeguard the child. Absence is monitored carefully at the academy and the academy will make home visits to those scholars who are not in the academy.

Punctuality

Being punctual is a habit which scholars will need for the rest of their lives. As such we have high standards, and all scholars must be through the school gates by 8:25am so they can make their way to Morning Meetings and Form Time. Persistent lateness can result in a significant amount of learning time being lost, resulting in gaps in learning, and can also indicate a safeguarding concern. Scholars who arrive after 08:25 will be asked to wait on the Late Line and will be given a 10-minute lunch time detention. Persistent lateness will result in further sanctions.

Leave of absence during term time

The law is clear that parents **do not** have the right to take their child out of academy for holidays during term time. If you take your child on holiday during term-time this will be recorded as unauthorised absence. This will likely result in a Fixed Penalty Notice.

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 the Academy website. Forms must be fully completed, and evidence provided, then returned to the attendance office or to the contact email address, for consideration by the Principal.

Planned absences – medical appointments

The academy strongly discourages medical and dental appointments being made during academy hours. This results in lost learning and will create gaps in learning. In extremely rare cases, where this is not possible, the scholar should be out of academy to attend their appointment only. It is expected that parents/carers inform the academy of the appointment as soon as possible; failure to do this will result in an unauthorised absence.



Safeguarding

Netherwood Academy is committed to safeguarding and promoting the welfare of its scholars and expects all staff volunteers and members of the Academy community to share this commitment.

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 are passed through the Safeguarding Team in line with our Netherwood Academy Safeguarding Policy 2025 and Keeping Children Safe in Education 2025 Guidance.

The Designated Safeguarding Lead (DSL) is Mrs Paula Flaherty.

Paula Flaherty - Ext 1045
Designated Safeguarding
Lead



Jade Fawcett
Deputy DSL



Louise Robinson
Deputy DSL



Carlo Van De Watering
Safeguarding &
Wellbeing Officer



Other staff trained to Level 3 DSL:

Luke Harper, Vice Principal
Fiona Gwynette, Assistant Principal
Luke Jenkinson, Assistant Principal

Sarah Blackburn, Attendance & Safeguarding Officer
Jessica Lawton, School Engagement Officer
Lauren Kaye, Inclusion Team

CONFIDENTIALITY AND RECORDS

Safeguarding information will only be shared with those who need it in order to ensure the safety and privacy of the children concerned.

Specific Medical Requirements

Any medical information that the academy needs to be aware of should be disclosed on the forms which are part of the admissions pack.

Any medical information that the academy needs to be aware of that arises throughout the academic year should be passed through the central office, either in person, by phone or by email.

My Child at School App (MCAS)

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; provide live attendance information for your child; and notify you of details of upcoming events, clubs and trips.

Download the My Child at School (MCAS) App or go to:



<https://www.mychildatschool.com/MCAS/MCSParentLogin>

Please note – until your child is on roll at the academy, no information will be live through the App. The App will automatically go live on the second day of term in September if you have already downloaded it.

Please also make sure you inform us of any changes to your details so that our systems are up to date.