

## School Information 2024/25

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# NETHERTHORPE SCHOOL

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Learn • Enjoy • Succeed

## OUR MISSION

An inclusive community school where students 'Learn, Enjoy and Succeed'

## OUR VISION

Our mission is underpinned by our vision which is based upon the principles of:

### Know Our Children Well

Strong relationships lead to great learning

By getting to know children as individuals, we can better support them

Staff and students feel valued and safe in school.

### Character for Learning

Students will have high expectations of themselves and endeavour to meet these everyday.

Students will have the core values which are essential to be successful in school and society.

We will be kind to each other and act as important role models for others.

### Enjoy & Achieve

We acknowledge and celebrate our successes and those of others.

We will engage in the wider extra-curricular opportunities on offer.

We will celebrate other cultures and traditions.

### Partners in Learning

We are committed to serve, and work in collaboration, to make a positive contribution to the school and wider community.

We will communicate with each other in a respectful manner.

We will show tolerance and understanding to the views of others.

## OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

### Respect

Active listening when others are speaking; follow instructions; use of good manners and appropriate language; look after school and others property; move calmly around school

### Responsibility

Be on time; correct uniform; full equipment; show pride in yourself, your work and the school

### Resilience

Can-do attitude; never give up; learn from your mistakes; ask for help; Always have a go

### Aspiration

Celebrate your success and be proud to achieve; get involved with the school community.

### COMMUNITY

### PRIDE

### TRY YOUR BEST

### AIM HIGH

## OUR BELIEFS

- We have a fundamental and unrelenting belief in the potential of every individual.
- We do whatever it takes to ensure a child is happy, safe and successful.
- We believe in lifelong learning of all staff, students and stakeholders.

- We promote strong moral values. maintain high standards of orderly behaviour and lead by example.
- We promote positive well-being in all aspects of life and the school community.

# 1. Admissions

We welcome enquiries about admissions from all parents and are happy for you to visit the school. If you were unable to attend our open evening please give us a call to make an appointment or come along to our autumn event.

## 1.1 Entry at Year 7

The Published Admissions Number for admissions is 170 at age 11. The Published Admission Number is the minimum number the school must admit if there are sufficient applications received.

Students will be admitted at age 11 without reference to ability, aptitude or religious faith according to the criteria for admissions in order of priority which is detailed below:

- \* Children whose statement of Special Educational Needs or Education and Health Care Plan names Netherthorpe School.
- \* Looked After Children and children who were Looked After but ceased to be because they were adopted or became subject to a residence order or special guardianship order.
- \* Children whose home address is within the normal area served by the school at the time of admission. For a definition of living in the normal area, see note (i) below. Proof of residency will be required by the coordinated scheme. Where a child lives with one parent and partly with another member of the family, the home address will be considered to be the residence where the child spends at least three nights each week, not including weekends.  
Children not living in the normal area served by the school but who have a sibling who is attending the school at the time of application and admission, see note (ii) below for definition of sibling.
- \* Children who attend another school within the Cavendish Learning Trust at the time of application.
- \* Children of a member of staff where the member of staff has been employed at the school or within the Cavendish Learning Trust for two or more years at the time at which the application for admission to the school is made.
- \* All other children not eligible under the above criteria.

### Notes:

(i) The school considers the 'normal' catchment to be the traditional catchment area of; Mastin Moor, Woodthorpe, Hartington, Staveley north of Lime Avenue, Lowgates and Poolsbrook.

(ii) Siblings are considered to be a brother or sister; a half-brother or half-sister; a legally adopted child regarded as a brother or sister; a stepbrother or stepsister residing in the same family unit.

Parents who wish their child to be educated at Netherthorpe, no matter where they live, must apply by the date supplied on DCC Secondary Schools Admission page to their Local Education Authority who will coordinate all applications (Nottinghamshire LEA, for example, will pass on applications to Netherthorpe).

All parents will receive an offer of a place at a secondary school on the same date, 1st March 2024. Parents not allocated a place may also choose to appeal the decision and go on the waiting list.

We feel it is important that the transfer from Primary School to Secondary should be as smooth as possible. Therefore we arrange the following:

- \* A member of staff will meet the children transferring either in the Primary School or at a transition meeting during the summer term.
- \* New students will spend two induction days at Netherthorpe in July of year 6. Enhanced transition and extra visits will be arranged for students with additional needs.
- \* Parents and new students will have the opportunity to attend an induction drop in event during the summer term if they have any queries or concerns.

## 1.2 Post 16 entry–Year 12

The Sixth Form Centre provides a very well established and successful Post 16 education for a wide area, including but not restricted to that area served by Springwell Community School, Heritage Community School, Whittington Green, Hasland School and The Bolsover School to name but a few.

For admission at age 16, students are required to meet minimum entry qualifications. For Level 3 vocational courses students must have 5 or more grade 4 or above passes including either Mathematics or English Language. The entry criteria will vary depending on the pathway chosen in the Sixth Form (further details can be found in the Sixth Form prospectus on our website). A vocational qualification in Key Stage 4 will count as one GCSE, when it is a Level 2 Merit or higher, and only one vocational can count towards the 5 (e.g. OCR National, BTEC). All subject criteria will be documented in the Sixth Form Prospectus issued for the open evening.

Parents of students considering joining the Sixth Form are welcome to visit school at any time, but please make an appointment. There will be an Open Evening for those interested in joining the Sixth Form in November 2024. The updated Sixth form prospectus will be available at this time. Applications should be completed by the published deadline (usually early January), though late applications may be considered. There will be further opportunities to visit the school during the Summer Term and after exam results are published. Details of subjects offered in the sixth form can be found on the school website along with the individual entry criteria for certain pathways and courses.

## 1.3 Entry For other year groups

Parents wishing to transfer their children from other schools during a school year should contact Mrs C Nadin (Admissions and SIMs Manager) for Years 7, 8, 9, 10 and 11 or the Director of Post 16 Mr Mason for admissions to the Sixth Form.

## 2. Rewards & Consequences

### 2.1 Expectations

**At Netherthorpe School, we expect high standards of behaviour from all students and as members of the school community they should ;**

- Respect the equality and diversity of others by treating them as they would like to be treated.
- Demonstrate resilience by seeking to develop their own learning and that of others.
- Respect their own and others property.
- Ensure their own safety and that of others at all times.
- Seek to take an active role in the school community.

*For more information, please see the behaviour policy and school handbook on the school website.*

### 2.2 Behaviour

We expect every student in school to work and behave to the best of their ability and believe that this is best achieved by praise and encouragement.

- Students will be rewarded for pleasing efforts, outstanding work, contribution to the wider school community, attendance and punctuality.
- Students will be encouraged to show respect, resilience, responsibility and aspirations to succeed.
- The school consequence system will be used to deal with unsatisfactory behaviour, both in lessons and around school.
- More serious misbehaviour will be dealt with by our Senior Leaders . This may include putting a child on report, withdrawing them from lessons or suspending from school. In such cases, there will be discussion with parents and an opportunity to explore with families your child's behaviour and what actions we can do to prevent repeat behaviour. For extremely serious offences, a persistent breach of our behaviour policy over a period of time, permanent exclusion maybe used as a last resort.

We will aim to encourage each student to take responsibility for their own behaviour.

### 2.3 After School Detention

The School has a legal right to keep students after school. After school detentions can either be twenty minutes or forty minutes following an exit. For more serious behaviours or persistent breaches of our policy, students may be placed in a senior leader detention for one hour and twenty minutes. Parents are notified electronically via Satchel and are given 24 hours notice in most cases. (Catch up detentions are used to allow an opportunity for restorative, reflective conversations and for work to be caught up where learning has been lost so they have the same opportunity to progress).

## 3. Commitment on Bullying

The whole school is committed to reducing bullying in school.

Everyone has the right to an education in a caring supportive environment and to feel safe whilst at school. At Netherthorpe we want everyone to respect one another so that all pupils can learn and develop to become the best that they can be.

We are committed to keeping the number of bullying incidents in school as low as possible by acting quickly and effectively when bullying does occur, and developing the skills and confidence of pupils so that our young people feel safe and happy. We have an excellent team of pastoral staff to support our students as well as a team of peer counsellors who have undergone training so that they can support our students in school.



## 4. Attendance at School

### 4.1 The School Day (as of September 2024)

8.35am	Students are expected to be in school
8.40am	Gates close. Go to form room.
8.45- 9.15am	Personal Development Time
9.15- 10.15am	Lesson 1
10.15- 11.15am	Lesson 2
11.15- 11.30am	Break
11.30-12.30pm	Lesson 3
12.30-1.10pm	Lunch
1.10-2.10pm	Lesson 4
2.10-3.10pm	Lesson 5

- It is the parents' legal responsibility to ensure that children attend regularly and punctually, failure to do so may result in prosecution. **Gates close at 8.40 am and therefore students arriving at this time are officially late.** All students should be in school by 8.35 am. Personal Development time starts at 8.45 am by which time students should be seated in their rooms.
- If your child is unable to attend school please ring school on each day that your child is absent with an explanation. The school will not accept 'ill' or 'unwell' as a valid explanation. Please call 01246 472220 option 2, or send a text to 07860 055910. Unless notified, the school will continue to text on each day of absence.
- If personal or domestic difficulties arise which may affect your child's attendance or work, please telephone the Student Support Lead, School Attendance Officer or send a note of explanation so we can put in place the required support.
- If the school requests medical evidence following an illness we are asking for the tear off slip from prescriptions, a label from medication or an appointment card from the health service accessed ie Dr.

### 4.2 Medical Matters

- We ask that parents complete a data form on entry detailing any medical history which may affect their child in school. This will help the staff safeguard your child medically in school and allow us to understand an individuals challenge.
- If any special medical treatment has to be given regularly throughout the day, please let us know, and an individual health plan will be compiled in partnership with the parent/ carers or health professional.

- If a child becomes ill from school, he or she will be attended to by the Primary First Aid Assistant. Wherever necessary, parents may be asked to collect their child. **Students must not contact parents themselves.**
- Sometimes children need to be taken to hospital for emergency treatment and we will inform parents as quickly as possible if this happens.
- If at all possible, we ask parents to arrange medical and dental appointments outside of school hours. Where this is not possible we advise that the appointment is made after morning registration or the afternoon registration to help keep good attendance. Students should bring to the School Office either an appointment card or a letter from their parents and obtain permission to go out of school.
- Appointments may be arranged with the school health service for any parent concerned about their child's health or well-being.
- In accordance with national recommendations strong indications of child abuse or safeguard concerns that meet threshold are reported to the Social Care service.

## 5. Lunchtime arrangements

- If you wish your child to leave site at lunchtime, parents are asked to let the Student Support Lead know in writing. The letter must clearly state the address at which they will be having lunch, this is where they must remain until returning to school for lesson 4. Approval may be withdrawn if students abuse this arrangement or return late to school. Once the letter has been passed to the Student Support Lead, if authorised, a personalised pass will be issued for the term or year.
- Students have the choice of school meals, sandwiches (which must be eaten in a designated area) or going home (or to a named relative/ address) for lunch.
- School meals are served on a cafeteria system with a choice of menu. (This shared on our website)
- Students will use swipe cards to pay for items. Funds will be loaded via ParentPay. No credit will be given.
- Students who have sandwiches or school dinners may NOT leave the school premises during the lunch hour without obtaining a pass from their Head of Section.
- If the family income falls below a certain level, your child may be entitled to receive free meals. There is a QR code on the school website to apply for free school meals. Students entitled to free meals are credited with food and drink for a total of £2.53 each day. Any food in excess of £2.53 must be paid for.
- Please note we operate a cashless system in school. To make payments for school meals, trips and other items we use a system called 'ParentPay' so you can make payments directly to the school. There is a link to 'ParentPay' information on the school's website.

## 6. Transport & Personal Property

### 6.1 Buses

The school currently provides designated and subsidised school buses both in a morning and evening. Up to date schedules, maps and costing structures will be published in advance of a new academic year on our website.

Other scheduled service buses which pass the school or are within 5 minutes walking distance include:-

74/77	Stagecoach	(Chesterfield to Worksop and vice versa)
90	Stagecoach	(Barrow Hill)

[www.stagecoachbus.com/timetables](http://www.stagecoachbus.com/timetables)

\*B-line cards give students over 14 reduced fares (non- designated school services only). MEGA-RIDER tickets for some non-designated school services may be purchased from the East Midlands Bus Station in Chesterfield.

### 6.2 Bicycles

Students living some distance away may cycle to school. Cycles are stored, at the students' own risk, on the school premises and, while every effort is made to protect cycles, all students should ensure that their bicycles have an efficient locking device and that removable fittings such as lamps etc. are not left on the cycles during the day.

### 6.3 Motor Cycles & Cars

Senior students who wish to travel to school by motorcycle or car must have satisfied school that they have a valid licence and insurance and are familiar with School regulations. They must also produce a signed authorisation from parents and ensure that the vehicle is properly maintained and that it is not borrowed or driven by other students. Students, **by prior agreement**, may park their vehicles in specially designated areas within school, **not on Ralph Road**. We reserve the right to remove this privilege at any time.

### 6.4 Personal Property

Any items the students bring to school are brought at their own risk. The school cannot accept responsibility for loss or damage.

## 7. Partnership with Parents/Carers

It is vital to a child's education that school and parents work closely together and we do encourage parents to contact the school and discuss matters of concern with the Student Support Leads, Progress Leaders or Senior Leaders in the first instance. Arrangements can always be made to see other members of staff if necessary.

### 7.1 Work at home and flexible learning activities

We expect all students to work at home regularly or get involved in flexible learning activities, as it compliments work done in class and encourages students to develop the ability to work on their own. It also gives an opportunity for parents to act as partners in their child's education. All work to be completed at home is recorded on the computerised system called SATCHEL ONE. All students and parents are given log-ins to this system, accessible on the internet. If at any time you are concerned about your child's work please feel free to contact your child's Student Support Lead who will liaise with the appropriate person..

### 7.2 Parents' Evenings

There is a parents' evening for each year group once a year when parents can meet the staff and discuss their child's progress. These evenings are of great value to both staff and parents and you are urged to attend. Letters are sent out in advance with full information. If you cannot attend at the time arranged, please contact your child's Progress Leader. Additional workshops will be held to offer advice to parents on how to support their child in school.

### 7.3 Parent Voice

Every term we hold meetings for parents to come and hear about our ideas for moving the school forward and to have their say. The meetings are in the school diary and are held either in school or the local community. We have recently begun a series of "Parent Voice in the Community" events, which have taken place at locations outside of school, such as local community centres. There have been many significant changes in school as a result of our Parent Voice meetings and we really value them and the relationships formed. Please come along and help us in our continued journey. Every parent is welcome. For further information please contact: [parentvoice@netherthorpe.derbyshire.sch.uk](mailto:parentvoice@netherthorpe.derbyshire.sch.uk)

### 7.4 Family Engagement Events

The school offers a half termly Family Engagement event which invites all generations to join us in school for varied fun activities.

### 7.5 Old Students' Association

Any parents who are also Old Students are invited to join our very active Old Students' Association. Please contact the Secretary, Ryan Smith  
Email: [osa@netherthorpe.derbyshire.sch.uk](mailto:osa@netherthorpe.derbyshire.sch.uk)

## 8. School Uniform Years 7 to 13

### 8.1 School Regulation Uniform (as of July 2023)

Gogna are the school uniform provider and their website is [www.gogna.me](http://www.gogna.me)

Uniform Item	Standards/Details	Clarifying Standards
<b>Black Blazer with House Badge</b>	The blazer should be worn at all times unless instructed or given permission to remove by a member of staff.	Blazers may be removed in hot weather at breaks and lunchtimes. A jumper must not replace the wearing of a blazer.
<b>School Clip-On Tie</b>	Must be worn at all times unless instructed by a member of staff to remove. Sixth form tie for post 16 students.	
<b>Shirt</b>	White- with collar. Must be tucked in.	Fitted blouses designed to be worn outside trousers are <b>not</b> acceptable.
<b>Trousers</b>	Plain black school trousers matching those available from the school supplier - see website for clarification.	<b>No</b> jeans, brushed denim, patch pockets, hipsters, lycra, jeggings, leggings, drainpipe trousers. <b>No</b> trousers with zips or slits down the side.
<b>Skirt</b>	Straight black or pleated - knee length with school logo. <b>Must be purchased from the school's supplier.</b>	<b>No</b> frills, ruffles, or lycra.
<b>Shorts</b>	Plain black knee length tailored shorts	<b>No</b> cycling shorts, sports shorts
<b>Belt</b>	Plain black.	<b>No</b> large buckles.
<b>Jumper - optional</b>	Black V-necked. Must be worn under the blazer and not instead of a blazer.	<b>Not</b> with collars or polo necks, no sweatshirts, no hoodies, no cardigans.
<b>Tights</b>	Plain - natural or black.	
<b>Footwear:</b>	Plain all black footwear. Offering suitable protection in laboratories or workshops. Maximum heel height 2" or 5cm	<b>No</b> sandals, stiletto heels, trainers or sports makes (Nike/Adidas etc.), canvas plimsolls, trainers with coloured logos, No long boots, UGG style or Dr Martens' boots  Trousers should not be tucked into boots. Extreme styles of boots are prohibited.
<b>Outdoor Coat</b>	Must be suitable to wear over a blazer. Should be suitable for cold and/or wet weather.	<b>No</b> denim jackets, hoodies, leather or leather look, denim, logos or track suit tops. Nothing made of sweatshirt material.
<b>Accessories: Scarves Hats</b>	May only be worn with an outdoor coat. No hats may be worn around the school.	
<b>Jewellery:</b>	For health and safety reasons it is recommended that jewellery is kept to a minimum and it may have to be removed for practical lessons. Earrings are limited to a small stud in each ear. Watches are not recommended and will be confiscated if used to communicate during school hours.	Any other form of piercing- lips, noses, tongues, navels etc. are <b>not acceptable</b> . <b>No</b> ear bars or spacers.

## 8. School Uniform Years 7 to 13 (continued)

Uniform Item	Standards/Details	Clarifying Standards
<b>Hair</b>	Hair should be a natural colour and the style should be appropriate to a business-like, working environment.	<b>No extreme hairstyles eg, tramlines, patterned styles, dual colours.</b>
<b>Aerosols/Hair spray</b>	Should not be brought into school.	
<b>Make-Up/Nails</b>	Light make-up is permitted	No nail extensions and nail varnish should be a subtle colour.
<b>Tattoos</b>	<b>No visible tattoos allowed</b>	

### 8.2 Clothing for Physical Education

Plain Black shorts with or without an embroidered school badge.
Black and green polo shirt with embroidered school badge.
Black football socks with or without 'Netherthorpe' embroidered on side.
<b>BOYS - Black and green reversible rugby shirt with embroidered school badge.</b>
<b>GIRLS - Black and green half zip sweatshirt with embroidered school badge.</b>
Plain black leggings can be worn underneath shorts
Plain Black tracksuit bottoms with or without embroidered school badge.
Studded sports boots.
Trainers with clean non-black soles (for use in the gym). <b>No</b> canvas plimsolls or converse trainers.
Shin pads (recommended for Football/Rugby, Hockey).
Gum shield (recommended for Rugby).

**All jewellery must be removed for PE lessons, it cannot be covered up and students cannot do PE unless it is removed for health and safety reasons.**

### 8.3 Banned Items

#### Mobile Phones

- The use of mobile phones between 8.45am and 3.10pm is banned.
- The school office can arrange all urgent calls as required.
- If a student is caught by a member of staff using a mobile phone during the above hours, the student must hand over the phone for safe keeping without argument.
- The member of staff will issue a receipt and the phone can normally be collected the same day or repeated offences the period of confiscation will be extended and parents may be asked to collect the phone. The final arbiter in terms of compliance with this policy will be the Headteacher.

#### Other Items

- Any weapon of any sort including items with a blade whether folded or not. **Possession of such an item will nearly always result in permanent exclusion.**
- Chewing Gum.
- Tippex or other correcting fluid.
- Permanent Marker Pens
- Energy drinks
- Cigarettes, e-cigarettes, vapes and liquid, alcohol , legal highs or any illegal substance.

**Possession or use of an illegal substance in school will nearly always result in permanent exclusion.**



## 9. The Curriculum

Our curriculum will adhere to the following core principles across all key stages:

- Mixed ability teaching across the vast majority of the curriculum, that enables high challenge and low threat, allowing all students to make progress.
- The development of a language rich curriculum in order for all students to be able to access the learning across all subjects.
- A well structured curriculum that is supported by excellent teaching and learning in order to enable targeted support for individual students and build independent learners.
- Create personalised learning opportunities for individual students to support their differing needs through effective intervention strategies.
- Make effective use of the personal development programme to ensure the students are active citizens and able to build resilience against challenges they will face both inside and outside of school.
- Ensure that there are wider opportunities within the curriculum to develop cross-curricular and extra-curricular activities to enhance students' knowledge and understanding.
- Build upon the knowledge, skills and experiences of students in order to assist the transitions between Primary to Secondary and Secondary to Post 16.
- Use the networks developed within the Trust to build links with key subjects and our primary partners in order to provide a more challenging curriculum.
- Ensure all students are able to access their cultural entitlement through a range of wider experiences that enhance the curriculum including visiting places of interest.
- Create opportunities for students to engage with the world of work to ensure they understand the importance of their educational experiences on their future.

In Key Stage 3, students will study a broad and balanced curriculum including: Mathematics, English, Science, Art, Geography, History, IT, Music, Religious Studies, PE, Technology, Drama and a Modern Foreign language

At the end of Key Stage 3, students in year 9 will take their options and select the subjects they wish to pursue in Key Stage 4. Some subjects are compulsory but subject to change by government policy. At present these subjects include Maths English Literature, English language and combined Science. We do allow access to the English Baccalaureate should students wish to undertake this combination equally we support students to allow a range of course types to suit their learning, career preferences and ambitions.

At Key Stage 5, a variety of level 3 courses are offered including A Level, OCR National technical and BTEC qualifications. In general students are encouraged to select 3 subjects to study at Post 16 on a pathway most suited to their needs and careers aspirations.

The subjects on offer will be published in our sixth form prospectus around November of each year and the Year 9 options process takes place later in January each year.

# 10. Equality & Diversity

## 10.1 Equality and diversity objectives

Whatever the nature of the local community, students are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups, and also certain images of these groups portrayed by the media. Here at Netherthorpe, we ensure our students are made aware of the diversity that surrounds them in the local community and how to treat others with respect, who may be different from themselves.

The school's Equality and Diversity Objectives should be read in conjunction with the Accessibility Policy, the Equal Opportunities Policy and the Disability Scheme.

### Protected Characteristics

The Equality Act of 2010 protects people from harassment and discrimination. Here at Netherthorpe, under the Equality act, we ensure our students have the same amount of protection. We proactively teach our students about the nine Protected characteristics within our curriculum, that are set out within the Equality Act.

These include:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

### Ethos :

Netherthorpe School stands against all forms of discrimination on the grounds of ethnic origin, religion, sexual orientation, gender, disability or ability.

### Objectives:

The over-arching principles of the objectives are as follows:

- Promoting equal opportunities
- Eliminating unlawful discrimination
- Eliminating harassment
- Promoting positive attitudes
- Promoting British Values
- Promoting mutual respect, partnership working and collaboration
- Encouraging participation of disabled people in public life e.g. as a member of the Education Advisory Board.
- More favourable treatment/reasonable adjustment.

This is achieved through the following objectives:

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs and disabilities.
3. Actively close gaps in attainment and achievement between students and groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.
6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the school.

**Through a range of activities we aim to enable our students to develop their:**

- Self-knowledge, self-esteem and self-confidence;
- Their acceptance of responsibility for their behaviour;
- Their understanding of how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to the society more widely;
- Respect for their own and other cultures;
- Respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010; and
- Respect for democracy and support for participation in the democratic process.

## **10.2 Personal Development**

The aim of Personal Development at Netherthorpe is to help students to discover and develop their own values and beliefs and come to an understanding of those of others. It is delivered in an open way which promotes tolerance and understanding of faiths through enquiry.

Lessons in Personal Development will form an important part of your child's education. Each half-term is dedicated to one of the following themes:

- Mental Health & Wellbeing
- Diversity & Values
- Careers & Preparation for Next Steps
- Economic & Financial Wellbeing
- Relationships & Sex Education (RSE)
- Beliefs, Values & Identity

Sessions are delivered by Form Tutors teams for Y10 & Y11 students and by a Personal Development Team of staff for Y7-9 using materials planned and provided by the Personal Development Team. The format of sessions includes debate, discussion, the use of video clips, paired activities, group work and reflection. Students also use Personal Development time to build relationships with other members of their Form group. Students will also be encouraged to become Active Citizens and gain an awareness of global issues.

All students at Netherthorpe School follow a planned programme of careers education, information and guidance within the curriculum. This has been designed to give them the skills needed to manage their careers and enable them to successfully manage key transition points. All students have access to the Personal Development Hub, Careers software and will have the opportunity to meet with staff from the Careers service.

*Parents, who for reasons of conscience do not wish their child to participate in these lessons, should let the Headteacher or Director of Personal Development know in writing*

## 11. Special Educational Needs & Disabilities

Netherthorpe School is committed to promoting a sense of belonging, security and equal opportunities to all students, and ensuring that all students enjoy a broad and balanced curriculum that allows them to reach their full potential.

At Netherthorpe, all teachers are committed to and responsible for the progress of students with special educational needs. Our skilled staff have a wealth of knowledge and expertise to best meet the needs of students through Quality First Teaching in the classroom.

Our Learning Support Team aim to ensure appropriate access for all students to raise their levels of literacy and numeracy, develop self-esteem, develop personal and social skills and to show progression in their personal, social and emotional development over time.

At Netherthorpe, all students are taught in mainstream classes with learning support available where necessary. Students with significant difficulties in literacy and numeracy will have access to additional teaching time in order to address these difficulties, balanced with maintaining their right to a broad and balanced curriculum.

The school environment has been adapted in various ways to support students with a physical impairment in having full access to the school site, e.g. tactile paving to support visually impaired students and a hoist and therapy room for physically impaired students.

Our on-site Inclusion Centre offers support for students with SEMH needs. With the single vision of providing bespoke, therapeutic support to our students across the trust, from Foundation Stage through to Year 11, our Inclusion Centre uses the Thrive Model as a foundation to offer counselling, nurture based support and tailor-made provision to our most vulnerable learners.

We view parents as partners in the education of their children and we will consult regularly to ensure that a full picture of need is generated, progress is reviewed and the next steps for the student can be generated through person centred planning. We are committed to working collaboratively with students, parents/carers and external agencies to achieve the best outcomes for each individual student.

The SENDCO and Learning Support Department are readily available to offer advice and support to the teachers, students and parents/carers and we believe that a collaborative approach is the best way to meeting the needs of children with SEND. *Your child is always at the centre of our planning.*

Please do not hesitate to contact Mrs Banks (SENDCO) or Mrs Deighton from Sept 2024 if you have any questions.

## 12. School Statement on Relationships and Sex

Relationships and Sex Education (RSE) is a central theme within the Personal Development curriculum. RSE lessons are planned by a specialist team and disseminated to Form Tutors for delivery. Additional RSE drop down days are also embedded into the whole school calendar and delivered to every year group where necessary. The current RSE curriculum is in line with the latest Department for Education regulations. Relationships and Sex Education is defined by the PSHE Association as *'learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health'*. This content is delivered in an age appropriate way in our school with regard to the age and stage of pupils. As well as acknowledging the diverse sexual identities (LGBTQ+) which are present within our society. The aim of Relationships and Sex Education in our school is to equip children and young people with the information, skills and values they need to have safe, fulfilling and enjoyable relationships and take responsibility for their physical, sexual and emotional health and wellbeing.

We recognise the central importance of relationships in supporting children and young people's mental health and wellbeing, academic achievement and future success. We aim to put in the key building blocks of healthy respect.

The DfE recognises five elements to Relationships and Sex Education. These are:

Respectful relationships including friendships

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw their children from those aspects of RSE that are taught in national curriculum Science.

If a parent/carer has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Once a student is three terms away from their sixteenth birthday they have a right to receive sex education rather than be withdrawn. Where this is the case we will make arrangements to provide them with sex education during one of those terms. A copy of the fully RSE policy is available on our website: [Netherthorpe School - Policy and Statements](#) Mrs R Cracknell - Head of Personal Development is the point of contact to discuss RSE within the curriculum.

# 13. Extra Curricular / Flexible Learning Activities

The school offers a wide variety of extra-curricular activities and promotes student engagement in the wider school community.

## 13.1 Clubs & Societies

There are a variety of groups, which meet at lunchtime or after school. Our 'What's on guide' is regularly updated and published on the website. Staff, often assisted by student leaders, voluntarily give up their time to run these activities out of school

Art Club	Book Club	Mindfulness Club	African Drumming	D of E Award Scheme
Rugby Club	Multisports	History Club	Geography Club	Junior Debating Society
Dance Club	Cooking Club	Science Club	Project Chatsworth	Senior Debating Society
Chess Club	Warhammer Club	Stem Club		

## 13.2 Student Voice

Student voice and leadership is promoted at Netherthorpe and all students are given the opportunity to have their say about general school life, teaching and learning and extracurricular issues. Student voice panels are used to find out about students "lived experiences" in school, held during the year with representatives from across the school to debate change and implement action. These forums have resulted in whole school changes that have helped the school continue to move forward including changes to the canteen system, revision of the uniform policy, introduction of Show My Homework and revision workshops.

## 13.3 Public Speaking

The school has a proud reputation in public speaking and debating. The Senior Debating Society meets once a week in the Christmas and Spring terms -this society has been running for over one hundred years and is something the school is very proud of. Students are entered in The Rotary Club Public Speaking competitions around March of each year -we have seen three students go through to the final (since it restarted post-covid ) including successfully winning the competition in the 2022/23 academic year.

The school also has a Junior Debating society with all years from 7-11 welcome to take part in weekly debates throughout the year. This club has consistently grown in popularity and topics have ranged from the best superhero to more serious matters such as 'Whats more likely to end the world: AI or climate change'.

All year 7 and 8 students enter the Poetry By Heart competition, where they recite a poem from memory, this can be individual, paired or group. The school has previously achieved a place in the final held in London in the summer term. Year 7 and 8 tutor groups also create 'oracy assemblies' where they deliver a debated topic to their year group assembly which is then voted on, Students are given computer room time to prepare this and guidance on their ideas.

The opportunity to enter national competitions continues into key stages 4 and 5. In key stage 4 students are able to take part in the prestigious English Speaking Union public speaking competition where they work as a team to create an effective speech including chairing and fielding questions. In the sixth form students are encouraged to enter the Gresham School Public Speaking Competition. They have 12 topics to pick from and submit a 5 minute recorded speech for national judging. In the 2023/24 academic year we had a student go to the London final where they achieve 3rd place overall.

The role of Oracy Ambassador is a new one for 2024/25 academic year and will see older students taking on board responsibility to assist younger students in their speaking presentation skills. The opportunity for older students to develop their coaching skills is one that we are very excited about.



## 13. Extra Curricular / Flexible Learning Activities

### 13.4 Activities and Visits

There are regular visits out of school by groups both as part of the curriculum and as wider enrichment activities. Places visited have included Oxford University, theatres, museums, and Mexico, as well as the Peak District, the First World War Trenches, Auschwitz, Paris and art galleries in London. An annual activity day takes place in the Summer to celebrate the successes of the students.

### 13.5 Performing Arts

The Performing Arts department is a bustling place at lunchtimes where students can nurture their talents and interests under the guidance of enthusiastic and inspiring staff. Clubs include keyboard club/orchestra, choir and African drumming, as well as a lower school drama club and weekly rehearsals for the annual school production.

Additionally, there are a number of theatre and concert trips throughout the year to venues such as The Crucible and Lyceum in Sheffield, The Curve in Leicester and venues closer to home. At the end of each school year there is a celebration of the arts through a prestigious Arts Awards Evening. Staff and students alike dress to impress as the evening recognises and rewards the achievement of students in the arts.

We also run weekly peripatetic individual and small group instrumental lessons in drums, piano, ukulele and strings. This will be expanding in 2024-25 to include brass and woodwind lessons.

Other new ventures for 2024-25 will see the introduction of a monthly film club as well as a Christmas pantomime, a ukulele orchestra, a technical theatre club, talent shows and lip sync battles, encouraging everyone to participate regardless of their prior skill and knowledge. The extra-curricular provision of the arts plays an important role in allowing the students to flourish and thrive, developing their self-confidence, resilience and self-belief and students gain a real sense of pride in their achievements. The department operates an open-door policy and all are welcome, there really is something for everyone in the Performing Arts at Netherthorpe School.

### 13.6 Charity events

Charity work in school is coordinated through the Charity Committee which is led by the Senior Prefects and representatives in each year throughout school. The Charity committee is very active within the school community. Every year two main charities are selected by the committee. Often this has links with the committee, the school or the local area and the majority of funds raised from events is spread across these charities. Fundraising events are run throughout the school year and have included a Christmas charity concert, quizzes, competitions, non-uniform days or fancy dress days. Donations are made to the charities via Parent Pay when an event is being run in school. The committee meet regularly and look to include as many different events throughout the year and the events are different most years with the change of students on the committee.

### 13.7 House Competition

On entry to the school, students are placed in De Rodes, Frecheville or Sitwell Houses named after the Tudor founders of the school and these are represented by different blazer badges. House competitions are arranged and house points are awarded for work and effort, House competitions cover a range of different skills, both sports-related and quizzes and are designed to promote effective team work. A house day occurs in the summer term running alongside the more traditional Sports Day to ensure that all students can contribute to their House success. House events culminate in the presentation of The Rose Bowl to the winning House in July at the Final Assembly.

## 14. Charging

As an Academy education is 'free' at Netherthorpe except in certain circumstances:

Here is a summary:

- Parents will be expected to pay for any school equipment or books lost while the responsibility of their children.
- Parents will be charged for damage to school buildings or property resulting from children's behaviour.
- Parents may be charged for additional examination entries, or where their child has failed to complete coursework or to take the exam.
- Parents will be charged for any instrumental music lessons, provided by external peripatetic teachers.
- Parents will be charged for school journeys or activities which take place outside school hours. Any activities of which the greater part is outside school time parents will also be charged for unless it is part of curriculum specifications.
- Parents will be asked for voluntary contributions to pay for school visits and journeys during school hours. If sufficient money is not received to cover the cost of the activity, the activity will be cancelled. It is hoped therefore that parents will support such activities fully. However if any children are on our Free School Meal register, parent/carers may request support with any payments for these activities.

## 15. Examination Policy

### 15.1 School Assessments

It is very important that we know the impact of our curriculum. Regular assessments will be carried out throughout the year, in addition to any public examinations, to allow us to measure the progress your child is making in school. The school will use a range of assessment methods. These will build over time and resolve gaps in student knowledge and application of knowledge in order to then best prepare students for life beyond Netherthorpe School.

Parents will receive two data reports per year in addition to parents evening opportunities to discuss progress.

For More information please visit [www.netherthorpe.academy/exams](http://www.netherthorpe.academy/exams)

### 15.2 Public Examinations

Students will be entered for public examinations typically 9 level 2 subjects (GCSE, OCR Nationals) in Year 11 and 3 qualifications at level 3 from a range of subjects and qualification types (A levels, Cambridge Technical and BTEC qualifications) in year 13.

Each Head of Department decides upon the most suitable examination syllabus for their subject.

## 16. School Leavers' Destinations

Year 11						
Routes/ Students Aged 15	Full Time Education	Other Supported Training	Apprentice- ships & Em- ployment With Training	Employ- ment	Un- known/ NEET	
	92%	1%	5%	2%	0%	
Year 13						
Routes/ Students Aged 18	Appren- ticeship	University	Employ- ment With or Without Training	Working To Gain Industry Experi- ence	College	NEET
	10%	64%	18%	2%	4%	2%

# 17.School Calendar 2024/2025

## 17.1 Term Dates for Students

### Autumn- Half term 1

**Monday 9th September 2024 – Thursday 24th October 2024**

#### INSET Days (Student not in school)

Wednesday 4th September

Thursday 5th September

Friday 6th September 2024

Monday 9th September–Induction day for Year 7 and 12 only

Tuesday 10th September–all students return to school

### Autumn- Half term 2

**Monday 4th November 2024 – Wednesday 20th December 2024**

#### INSET Days (Student not in school)

Friday 25th October 2024

Friday 29th November 2024

Monday 2nd December 2024

### Spring- Half term 1

**Monday 6th January 2025 – Friday 14th February 2025**

### Spring- Half term 2

**Monday 24th February 2025 – Friday 4th April 2025**

### Summer 2025

**Tuesday 22nd April 2025 – Friday 23rd May 2025 (Monday 5th May Bank Holiday)**

Monday 2nd June 2025– Friday 23rd July 2025

#### INSET Days (Student not in school)

Thursday 24th July 2025

## 17.2 Inset Days- see calendar above.

# 18.Examination Results

At the end of Year 11 students under take GCSE or vocational level 2 qualifications.

In Sixth Form, our Ofsted rated 'good', our students will study A levels and a growing number of Vocational Level 3 qualifications

Please see website for more details.