



Family Handbook
2024/25



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Welcome to Dixons City Academy

We guarantee that we will do whatever it takes to make sure that every student at Dixons City achieves their full potential. We have extremely high expectations and, just as there are no shortcuts, there are no excuses.

Our vision: At Dixons City Academy our purpose is excellence. We focus on being the best version of ourselves to change our world for the better. We will consistently be in the top 1% of schools nationally.

In order to make our vision a reality, Dixons City focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, or our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

1. Determination

Mistakes are learning opportunities. We never give up on our learning because when we work hard, we achieve amazing results.

2. Integrity

We do the right thing because it is the right thing to do (especially when no one is watching). We always follow instructions: first time, every time.

3. Respect

We treat others in our diverse community as we wish to be treated. We always follow instructions: first time, every time. We are kind to everyone.

At Dixons City, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are encouraged to always be the best version of themselves. Teachers teach with skill and rigour; they show great courtesy. Staff and students enjoy what they do together and there is a strong culture of trust developed between staff, students and families.

Working with families and presenting young people with common expectations at home and at the academy, will be the key to our success. Therefore, this booklet is an essential document to help you understand our standards and approach. This means we can ensure that your child gets the most out of the opportunities we will provide. We rely on your interest in what your child is doing each school day; on your support and encouragement for their work; and on your attendance at consultation evenings and academy events. Through this partnership approach, we will make sure your child's education is successful.

Finally, although we will always do our best to provide an outstanding all-round education, we cannot be perfect and sometimes we will get things wrong – always talk to us if you are worried. You will always find someone who is willing to help.

Raouf Mohammed
Principal



CRITICAL QUESTIONS

Why do we exist?

To challenge educational and social disadvantage in the North

How do we behave?

As a highly professional team, together:

- we **work hard** on the things that matter, with humility
- we are **good** and **kind**
- we are motivated by **mastery, autonomy** and **purpose**

What do we do?

Within our communities, we work together to create joyful, rigorous, high performing schools and colleges, which maximise attainment, value diversity, develop character and build cultural capital

How will we succeed?

Talent first: people, more than strategy, create value – we all belong and grow together

Academic rigour: with powerful knowledge, our students shape their own future

Aligned autonomy: finding the optimal balance between consistency and self-determination

Dixons Academies

Our mission is to challenge educational and social disadvantage in the North. We establish high-performing non-faith academies which maximise attainment, value diversity, develop character and build cultural capital.

By the age of 18, we want every student to have the choice of university or a high-quality apprenticeship.

To achieve this, Dixons Academies share a set of Six Core Principles:

High Expectations of All

The Dixons Academies have high expectations for all students, and our governors set ambitious targets for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers and staff create and reinforce a culture of achievement and support through formal and informal recognition and consequences for academic performance and behaviour. There are no shortcuts, and we do not make excuses. All students are expected to make outstanding progress that will enable them to succeed in further or higher education and in the world of work.

Empowered to Lead

Our principals are empowered to lead their academies, and they do so primarily in the best interests of their students and their school. They also work in partnership with other principals for the good of the group as a whole. They articulate their own culture, values and vision for learning around our shared core principles. We empower our people in every area and at every level of the organisation and hold them accountable for their outcomes. We develop a strong culture of student leadership in all our academies.

Relentless Focus on Learning

Students and their learning are at the heart of every Dixons Academy. We prioritise student learning above all else when we choose where to focus funding and how to spend our time. Our pattern of holidays sustains learning throughout the year. Our extended school week offers students more time in the classroom to acquire the knowledge and skills needed for academic success, as well as more opportunities to engage in diverse extra-curricular experiences.

Highly Professionalised Staff

Learning and progress at Dixons are rooted in professional, positive and caring relationships based on mutual respect between adult and student. All staff at the Dixons Academies act in the best interests of students and adhere to the high standards of professionalism laid out in our Code of Conduct. Teachers know their subjects well, understand how children learn and work to update their skills through professional enquiry. We invest in staff and leadership development across our learning community.

Choice and Commitment

Success at Dixons is built on a three-way partnership between students, parents and the academy. To attend and work in a Dixons Academy is a choice. Each of us must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success. We do not tailor our curriculum to the diverse communities we serve but expect our students to share and engage in common learning experiences which maximise the achievement of all.

Values-Driven

Dixons Academies are communities with a strong sense of moral purpose. The interests of students and their learning are at the heart of all we do. Each academy is built around a clear set of values which demand and nurture personal responsibility, integrity and respect for others.

Term and holiday dates 2024 / 25

Term 1 Monday 2 September to Friday 18 October 2024

Monday 2 September: Year 7 students only

Tuesday 3 September: All students Year 7 to 11

Holiday – Saturday 19 October to Sunday 3 November 2024

Term 2 Monday 4 November to Friday 20 December 2024

Holiday – Saturday 21 December 2024 to Sunday 5 January 2025

Term 3 Monday 6 January to Friday 14 February 2025

Holiday – Saturday 15 February to Sunday 23 February 2025

Term 4 Monday 24 February to Friday 4 April 2025

Holiday – Saturday 5 April to Monday 21 April 2025

Term 5 Tuesday 22 April to Friday 23 May 2025

Holiday – Saturday 24 May to Sunday 1 June 2025

Term 6 Monday 2 June to Friday 18 July 2025

Holiday – Saturday 19 July onwards

Staff training, data and planning days (academy closed to students)

Tuesday 27 August 2024

Wednesday 28 August 2024

Thursday 29 August 2024

Friday 30 August 2024

Thursday 14 November 2024

Friday 15 November 2024

Friday 14 February 2025

Thursday 6 March 2025

Friday 7 March 2025

Key staff

Senior leadership team

Mr Mark Harrison	Executive Director
Mr Raouf Mohammed	Principal
Mrs Jo Orton	Senior Vice Principal
Mr Chris Bell	Vice Principal & Designated Safeguarding Lead
Mrs Ramender Crompton	Assistant Principal
Mrs Krystine McAvan	Assistant Principal
Mr Jatinder Sandhu	Assistant Principal
Mr Jacob Sparks	Assistant Principal
Mr Jonny Yale	Assistant Principal

Pastoral team

Mrs Sarah Foltier	Special Educational Needs Coordinator (SENDCo)
Mrs Kyran Siddique	Head of Year 7
Mrs Samera Mason	Head of Year 8
Miss Zoe Panayioti	Head of Year 9
Mr Qasim Mohammed	Head of Year 10
Mr Steven Lafferty	Head of Year 11
Mr Thomas Lorryman	Head of Careers
Miss Sabeena Kausur	Senior Assistant Head of Year
Mrs Afsari Madri	Assistant Head of Year 7
Miss Ayesha Khan	Assistant Head of Year 8
Miss Stephanie Warner	Assistant Head of Year 9
Miss Tori Braithwaite	Assistant Head of Year 10
Miss Kim Morley	Academy Counsellor
Miss Mia Labad	Academy Nurse
Miss Sophie Mann	Attendance Officer

Heads of department

Miss Laura Clements	Head of English
Miss Emma Spafford	Head of Maths
Mr Janaid Ahmed	Head of Science
Miss Zarina Ahmed	Head of RE
Miss Natalie Firth	Head of Geography
Mr Steve Ablett	Head of History
Mrs Olivia Millar	Head of Spanish
Mr Chris Ignatowski	Head of PE
Miss Eva Akesson	Head of Art
Ms Polly Johnston	Head of Drama
Dr Dawn Lowther	Head of Music
Mr Craig Fawell	Head of DT
Mrs Krystine McAvan	Head of IT

Our academy week

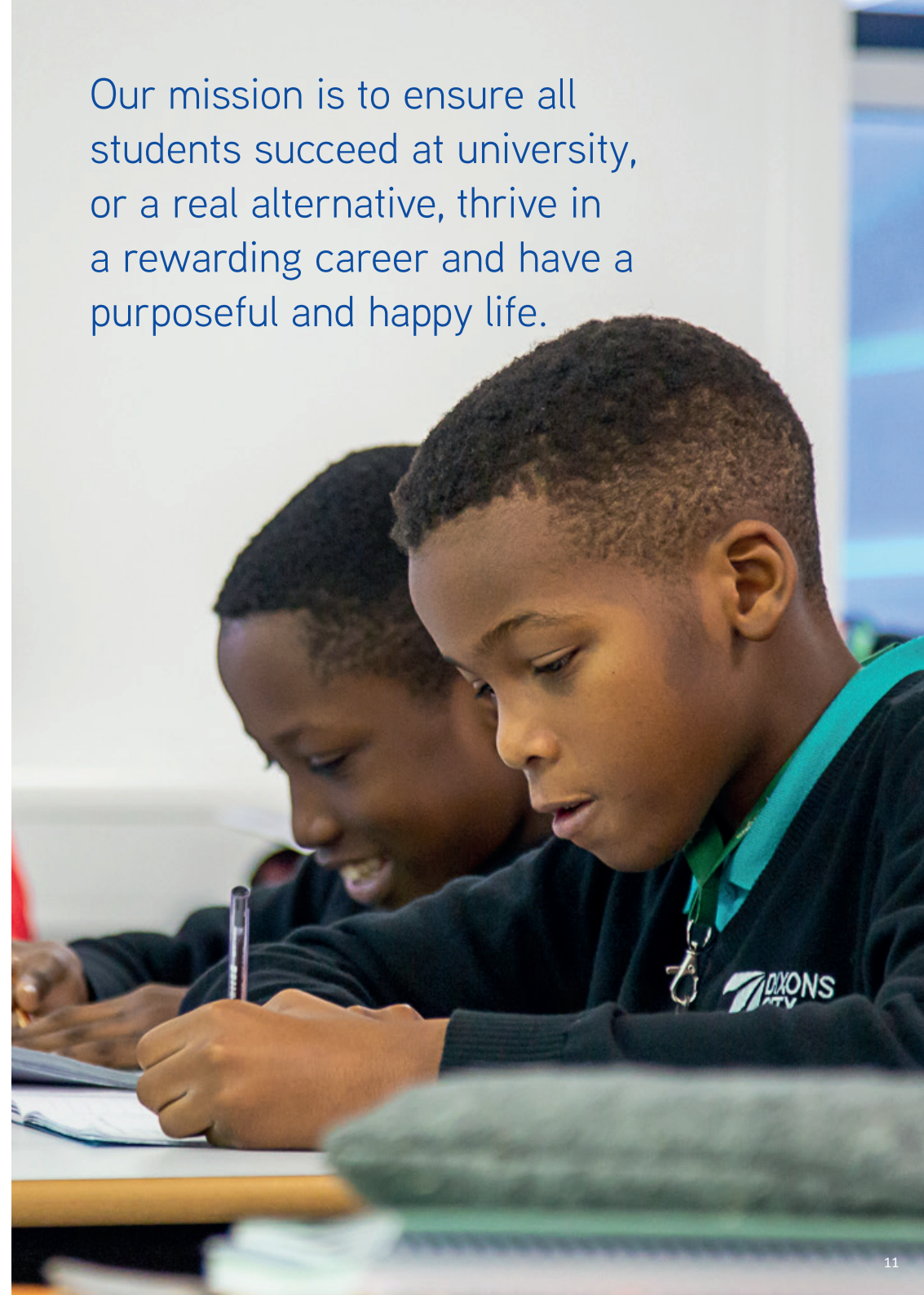
Year 7 and Year 8					
	Monday	Tuesday	Wednesday	Thursday	Friday
8.18 - 8.50am	Morning Meeting*	Morning Meeting*	Morning Meeting*	Morning Meeting*	Morning Meeting*
8.50 - 9.45am	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9.45 - 11.00am	Lesson 2 / Break	Lesson 2 / Break	Lesson 2 / Break	Lesson 2 / Break	Lesson 2 / Break
11.00 - 11.55am	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11.55 - 12.50am	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12.50 - 1.50pm	Lunch / RR**	Lunch / RR**	Lunch / RR**	Lunch / RR**	Lunch / RR**
1.50 - 2.45pm	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
2.45 - 3.40pm	Lesson 6	Lesson 6	Lesson 6		

- All students must arrive at the academy by 8.15am at the very latest to allow them to go to their locker and transition to their Morning Meeting* locations by 8.18am. Breakfast is served from 7.30am.
- All students begin their day with Morning Meeting, which includes look / cover / write / check, retrieval practice (focused on critical knowledge); literacy and numeracy development; strengthening of school culture, value expectations reset; and appreciations / recognition.
- Break is 20 minutes, either at the beginning or end of Lesson 2, dependent on year group.
- Lunch is 30 minutes.
- Same day corrections (detentions of up to 1 hour) start at 3.40pm Monday – Wednesday and 2.45pm on Thursday and Friday.

* Year 11 will have Morning Mastery

** Robust Reading (RR) or if in Year 11 this is Study Prep

Our mission is to ensure all students succeed at university, or a real alternative, thrive in a rewarding career and have a purposeful and happy life.



Mastery

Mastery is the urge to get better and better at something that matters. This key driver will help ensure that we set, and maintain, the highest standards of achievement, progress, learning and teaching.

Teaching and learning

As a Dixons Academy, our mission is simple: we celebrate diversity and relentlessly focus on the highest standards of student achievement.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: determination, integrity and respect.

At City, we build a partnership between families, students, and teachers that puts learning first. Our teachers have real respect for their learners as people with ideas of their own. They are passionate about teaching and learning, and able to present challenging learning tasks. Their expertise allows them to 'read' their classrooms and to be more responsive to learners. They are extremely flexible and take every opportunity to maximise learning. They are great seekers and users of feedback.

In our classrooms, we value knowledge, skills and understanding: our lesson plans and interventions reflect this.

We insist on good learning habits with high expectations and no excuses. Our staff use familiar routines with consistency to support our students in making rapid progress.

We expect all students to make outstanding progress over a key stage. This will result in nearly every student achieving, at least, eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

Curriculum

The start of secondary school marks an exciting phase in the lives of our students as they build on fundamental knowledge learnt during their primary education forming ever wider and deeper schema. Students study English, mathematics, science, Spanish, geography, history, religious education, art, drama, design technology, computing, music and physical education.

Our GCSE curriculum is broad and balanced with a strong core in the EBacc - English, mathematics, science, Spanish and history or geography. As well as the EBacc, all students study RE and can choose two further options from a range of high value subjects such as: computing, IT, art, drama, design technology, music, PE, sports studies, health and social care and triple science.

Our five-year secondary phase curriculum is designed to be ambitious and as broad as possible for as long as possible so that students engage with the best of what has been thought and said, as such, they acquire powerful knowledge that builds wider cultural capital. Our curriculum is designed so that students can master the basics as well as offer more flexibility so that teachers can tailor their teaching to students' needs and aspirations.

There are four key principles underpinning the design of our academy's curriculum:

- all students have access to a broad, balanced and coherent curriculum that supports learning
- a strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum
- a curriculum which is knowledge rich and focuses on the EBacc and other high value qualifications
- tailored intervention outside the academy day ensures all students have access to catch-up, extension and enrichment

Subjects studied and time allocations

Weekly lesson allocation

Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	4	4.5	4	4	4.5
Maths	5	5	4.5	4.5	4
Science	4	3	5	5	5
Geography	1.5	2	2.5	2.5	2.5
History	1.5	2			
RE	1	1	1.5	1.5	1.5
Spanish	2	2.5	2.5	2.5	2.5
IT / Computing	1	1			
Art	1	1			
Music	1	0.5			
Drama	1	0.5			
DT	2	2			
PE	2	2	2	2	2
PDS	1	1	1	1	1
Option 1			2.5	2.5	2.5
Option 2			2.5	2.5	2.5



We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Personal Development Studies (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed Personal Development Studies (PDS) around DfE Guidance for personal, social and health education (PSHE) and relationships and sex education (RSE). Citizenship and Careers is also covered through the explicitly designed PDS curriculum. Students receive weekly PDS delivered by their head of year, member of SLT or a specialised member of staff.

Robust Reading

We are passionate that all students at Dixons City Academy are fluent readers who love reading. That is why every student in Year 7 to 10 has a 30-minute reading session every day. In Robust Reading students spend time reading a quality, challenging book, which their tutor reads aloud to the group. The vision for Robust Reading is to ensure that every student reads high quality and challenging texts, so they are instilled with the knowledge to think critically and creatively. We also want our students to enjoy reading and become confident readers who read both at school and at home. The books range from classic Victorian novels to modern literature and our authors reflect a diversity of backgrounds.

The three key aims of Robust Reading

- Better readers - increase student's reading ability, fluency, and vocabulary through the "whole word method."
- Better people - research suggests that when you read about an experience you feel it as if it happened to you, not just the character you are reading about; in Robust Reading students read a wide variety of books from a wide variety of perspectives and this encourages students to be more tolerant of others and develop their Cultural Capital.
- Love reading - we want all our students to develop a lifelong love of reading - to be able to, and have experience of, reading a wide variety of texts.

The books selected for Robust Reading have been carefully chosen and will provide students with literary experiences. This may mean that, on occasion, they are exposed to some sensitive words or references e.g. sexual references or swear words. As with any such content, staff will approach this appropriately and explain the context required for students to accept these issues with maturity and understanding.

Robust Reading with a form tutor takes place from Tuesday to Friday. On Mondays, students select their own reading books in our Independent Reading session. This is an opportunity for students to invest in their personal reading and challenge themselves with the breadth of texts (fiction and non-fiction) available in our academy library. We have a monthly book recommendation and regularly updated titles for your child to choose.

Our aim is to enthuse students through this daily reading opportunity, and we ask that as families, you show interest at home and discuss their reading book with your child, even if it is not something you have read yourself.

Library

In the library, our students are able to select from a wide range of books so that they read for pleasure and also enrich their knowledge and understanding of different subjects and topics. Reading for just 30 minutes a day can make a big difference to educational success and well-being and, with around 18,000 items in the library, there are lots of books for students to discover, learn and enjoy. The librarian can help students to select a book that they will enjoy. The library also contains textbooks, educational magazines, and newspapers.

The librarian supports the whole school literacy initiatives; reading for pleasure and robust reading. The library holds activities throughout the school year and promotes the academy's writing competitions as well as national writing competitions too.

IT facilities are available in the library. They can be used before Morning Meetings, break times, during lunch periods, and afterschool. Students can also play chess and draughts in the library at lunch time and after school.

Modern Foreign Languages (Spanish)

All students will study Spanish in Year 7 and beyond. Spanish is a vitally important world language and is the third most spoken language in the world.

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study, particularly as several Bradford primary schools are offering French. The aim of the primary languages Initiative is not for students to study one language to a particular level at primary school and then to proceed to a higher level in that same language at secondary school, but that effective Primary Language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.



The focus should be on the development of listening and speaking skills, on the development of cultural awareness and understanding, and on language awareness. It therefore does not matter which language is studied at secondary school; those who have experienced effective primary language teaching and learning should experience accelerated progress in their secondary language studies.

Educational visits & outdoor education

During the year, we offer a wide variety of educational visits to the students. These range from local visits within lesson time to nearby places of interest and to residential activities further afield.

Families will always have advance notice of visits and will be informed as to which visits are compulsory and those that are optional.

As part of the academy life and the national curriculum, all students must take part in and experience a variety of outdoor activities. During Year 8, a residential activity will take place in January and **every student must participate** in this experience.

The value of outdoor education is recognised by the academy and is an area of experience which is supported by work within the academy itself. All students involved in outdoor activities will work with qualified and experienced staff.

Extra-curricular activities

The library is open to students after school up until 4.45pm Monday to Wednesday and 4.00pm on Thursday and Friday. There are also a wide range of extra-curricular activities available to students after school. These include football, badminton, basketball, fitness club, chess, drama and several varied music ensembles (choir, concert band, swing and, sax group, samba band, guitar group and music theatre group). A timetable of activities is shared with students, and they are responsible for informing their families they are attending any extra-curricular activities and provide details of finishing times.



Homework

Each student has a 100% Book with the powerful knowledge for each subject. There is never a case of no homework at DCA. Students are expected to revise or complete home learning for a least one hour per evening. Homework timetables are published on the website at the start of each academic year, students are given a copy for their planner during the student induction programme.

All students in the academy are given homework in each subject every week, sometimes on more than one occasion depending on the subject and year group. The homework timetable helps the student with what homework to complete each evening, so they don't become overloaded on anyone evening. Student should attempt their homework on the day it is set so if they have any questions or difficulties, they have time to ask their teachers for support.

For younger students, home learning should take about 20 minutes for each subject. If the homework takes substantially less or more than 20 minutes, students should check that they are doing what they have been asked to do. For older students, homework will take up to 30 minutes each to complete.

There is a wide variety of homework; not all will be written. For example, some may be reading, pre-reading, research and online homework. Some homework may consist of long-term projects set over a period of weeks. Families can support their child to complete their home learning by looking through their planner daily, ensuring work is completed to the best possible standard and handed in by the set deadline. When revising, students should use look, cover, write, check, this is modelled in Morning Meetings each morning and will help students to achieve success in their cycle assessments that take place twice a year.

Online homework is set every week in mathematics and computing and can be set in other subjects such as science. The website Sparx Maths (<https://sparxmaths.com/>) is an incredibly useful and personalised resource to aid significant progress in maths.

Equipment

There are a number of items that students must bring to school:

Daily:

- locker key
- lanyard
- 2 black pens
- 2 green pens
- pencils
- rubber
- ruler
- pair of compasses
- protractor
- glue stick
- mini whiteboard (provided)
- whiteboard pen and cloth or rubber
- 100% book (provided)
- calculator

Students require a scientific calculator. We recommend a Casio fx-83GTX. Calculators are available to purchase from Student Reception for £10. This amount will be debited from the online payment system.

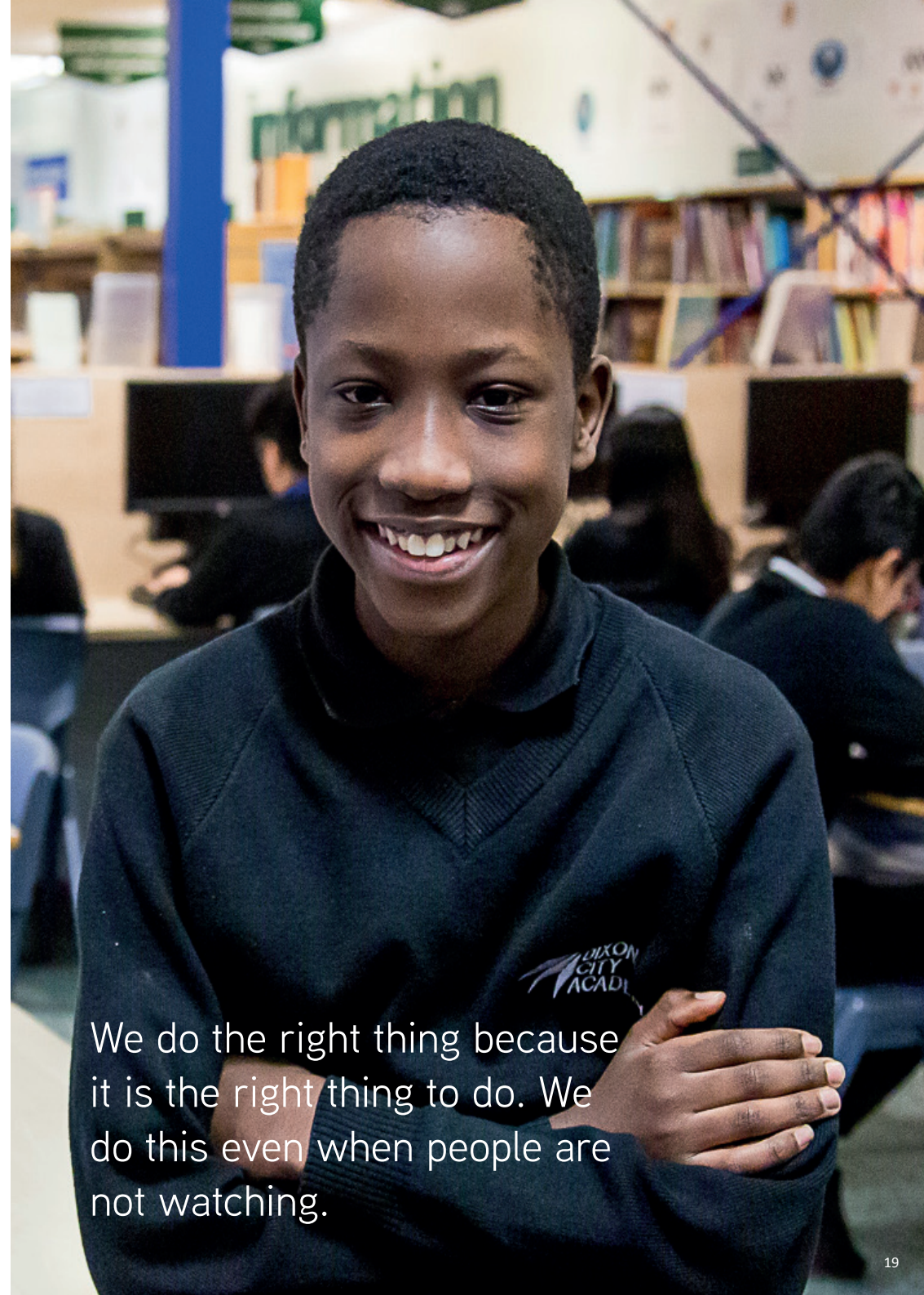
Pencil cases containing the above equipment (calculators can be purchased separately) costing £3.50 and replacement white boards and pens costing 50p each are available from Student Reception. This amount will be debited from the online payment system.

Art and design

- 1 x A4 Spiral-bound sketchpad of good quality cartridge paper
- An art pack including the above item along with pencils, water – colour paints, coloured pencils and nylon brushes can be purchased through the Art Department for £8.00.

Design technology (optional)

- 1 x A4 folder suitable for loose paper
- 1 x A3 folder suitable for loose paper



We do the right thing because it is the right thing to do. We do this even when people are not watching.

Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a disciplined and joyful school culture. We will teach students about how to learn, not just what to learn.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our learning habits 100% of the time. If they do this, their hard work will be recognised. However, if any of the learning habits are not met, a same-day correction will be issued. It is vital that this is served on the same day so that the student is given the opportunity to reflect on their mistake. This allows the student to take the necessary next steps to improve on the following day.

Learning habits

Here are the six habits that we will insist on, day-in and day-out:

No answering back

Like a referee, sometimes teachers get things right and sometimes wrong, but what is totally unacceptable is for a child to answer back or question the decision in front of the class. It stops others from learning, and it undermines all respect for the teacher. This is a very bad learning habit to get into and demonstrates a lack of respect.

Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons City to be proud. Excellent uniform is a representation of excellent culture.

Homework

We will insist on all homework being completed on time and to a good standard, neatly and with pride. We have clubs after school to help with homework, supervised by teachers. We also open our Library at lunchtime and after-school. No child, therefore, has any reason not to do it. All homework must be done for the right day and time. If it seems too hard, every child should still show that they have demonstrated determination by what they bring in.

On-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, there is nothing worse than a child or children being off-task and distracting learning for themselves and others.

Punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be in school for the start of the day (8.15am) and will be considered late after that time to school and / or each lesson and will be issued a 30-minute detention. Please support this by keeping to bedtimes and preparation time in the morning before school. Students should demonstrate their integrity by moving to their lessons with purpose.

Equipment

We will insist that every child carries an appropriate, pencil case, the right exercise books, homework books and textbooks (where relevant) to every lesson. At first you could help by packing bags with your child, but you should expect them to check their timetable each night and learn for themselves very quickly. Your child will worry at first but a quick check each night will help.



Positive recognition & appreciations

There is a firm emphasis on positive recognition and appreciation to recognise the hard work and excellence of all students. Appreciation points are allocated to students during lessons in recognition of exceptional conduct and engagement. Curriculum staff, Pastoral, Heads of Year and SLT can also recognise students who go above and beyond with multiple appreciation points. The academy holds celebration and appreciation assemblies' mid-cycle and at the end of a cycle where students are recognised for their excellent conduct, progress, attendance and punctuality with certificates and prizes.

Staff will also recognise and acknowledge student progress and achievement through subject specific postcards, sent direct to families through the post.

Student planner

At the beginning of each year, students are issued with a student planner. Its most important function is to help the student organise their learning in and out of school. There will also be sections for the student's progress. Both Form Tutors and families are expected to sign the student's planner each week. In this way, the family can see comments from the form tutor or from subject tutors, and families can also communicate with the Form Tutor if they wish. The planner is a very important document, and students are expected to take great care of it. If the planner is lost or defaced a student will be expected to replace the planner at a cost of £5.00. The student planner also contains our home-school contract which sets out how the three-way partnership between student, school and families will operate.

Attendance and punctuality

Daily attendance

The academy rigorously monitors student attendance. Form tutors, heads of year, the vice principal, principal, and the attendance officer play key roles in this system and Bromcom is used to manage this information.

Dealing with absence

Families are expected to ring the academy each morning of the student's absence before 8.00am, this can be done by calling 01274 776777 and selecting option one for the absence line. If the attendance officer is unavailable to take your call please leave a voicemail with the student's name, tutor group, reason for absence and a contact telephone number. If your child is ill for more than one day you will need to call the academy on each day of illness before 8.00am.

If families do not contact the academy, the assistant head of year or attendance officer will ring the contacts with parental responsibility.

The academy takes seriously its duty to safeguard the welfare of all its students.

Unexplained absences and a lack of contact from families may cause us concern and lead to us involving other agencies such as social services.

If a telephone call from families is not forthcoming, then the absence will be treated as unauthorised. If no contact has been made by the family by day three of the absence, the attendance officer, the head of year,

or a member of the pastoral team will visit the home of the student. This will be an opportunity to explain the possible consequences of a fine if attendance does not improve. If there is a history of poor attendance, the visit may be earlier.

Social services will be contacted by a member of the safeguarding team on the first day of unexplained absence for any child with a Child Protection Plan.

If a student is absent for three consecutive days (and contact has been made from home) the head of year or the attendance officer will contact home to gauge when the student will be returning to the academy.

Medical and dental appointments

These should be made outside academy hours. Any urgent medical and dental appointments must be authorised by the head of year and the attendance officer by completing the 'Request for Medical Leave of Absence' form which is available from the attendance officer. If the absence is authorised, families must ensure they collect the student from visitors' reception, as no student will be allowed out of the academy unaccompanied.

Families must also ensure that the student is aware of the appointment and is ready waiting at the authorised time. It is not the responsibility of the academy to inform students of appointments. In emergency situations we will ensure the student is aware of the appointment. In any other circumstances the student must make their own way to reception at the authorised time.

Leave of absence during term time

Leave of absence during term time is not permitted. Any extended absence from the academy will be counted as unauthorised and can lead to a fixed penalty notice from the local authority and the possible risk of your child losing their place. To avoid personal opinion and to ensure complete fairness for all, we refer all leave of absence to the authority.

Students who are late

Late to school is defined as students not being the academy by 8.15am. Students must then be in Morning Meetings / Morning Mastery ready to learn by 8.8am. If students arrive after this time an 'L' mark is applied to the register. If a student arrives after 9.30am, an unauthorised absence code of 'U' will be applied to the register.

If a student is late to school, they will receive a lunchtime correction. Families do not need to call to report that their child is going to be late, the student will register with the Attendance Officer who will discuss the reason for their lateness.

100% attendance

100% attendance is recognised through recognition events throughout the year.

Attendance drop = impact on grades.

Persistent absence (PA)

Any student who has an overall attendance of **below 90%** is in the persistent absence category.

The heads of year have 'persistent absentees' brought to their attention by the attendance officer or form tutor. This information is used by the form tutor, head of year, Individual Needs Department and attendance officer to support the student and families.



Students are monitored and visits made if the attendance officer feels there are any grounds for concern. In situations of persistent absence, families may be fined.

Religious leave of absence

For a day set aside exclusively for religious observance, students will be granted one day for each occasion of religious observance, with a maximum of three days over one academic year.

Dress code

The academy has a dress code which all students are expected to follow. There is an emphasis on being clean and tidy and students must appreciate that not all items of clothing are appropriate for a place of work. Our students have always understood this and recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries.

- students must wear an academy black v neck jumper with an academy polo shirt.
- if students choose to wear polo shirts alone, there should be no visible t-shirt / vest or jewellery underneath and they should only undo one top button.
- girls must wear, full length black trousers / shalwar or plain black kameez and tunic / blouse with the polo shirt / jumper over the top.
- boys' and girls' trousers must be black and tailored with the academy logo, from our approved suppliers. No other trousers are acceptable.
- if socks are visible under trousers, they should also be plain dark coloured, not trainer style socks and must cover the ankle.
- hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured.
- shoes must be sensible and entirely plain black, leather or leather look (not dark brown), with no logo on view, laces must be fastened and be plain black. Pumps and trainers are not acceptable. Heels should be low. Knee length boots can be worn under trousers. Students wearing the wrong footwear will be asked to change into academy footwear.
- any student wearing jewellery other than; one plain pair of small silver or gold studs in earlobes and one plain unobtrusive ring and watch, will be asked to instantly remove it and it may be confiscated until the end of term. The only exception to this is where there is a known and accepted religious expectation, for example the Sikh Kara.
- all facial jewellery or visible body-piercing is not allowed for any student at the academy.
- make up, is not permitted until Year 10 onwards. This should be entirely discreet. No nail varnish, false nails, eyelashes, or coloured contact lenses at any time. If students wear excessive make-up, nail varnish, false nails, eyelashes, or coloured contact lenses, they will be requested to remove them.
- hair should be appropriate to a professional place of work, i.e., no unusual styles or colours, shavings or patterns, (this also includes eyebrows). Families will be contacted to restyle hair to ensure it meets the academy's dress code. If a student has patterns shaved into their hair they will be placed in Reset until the patterns can be shaved off at home or at the hairdressers. Hair must be of a natural colour. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain black, no other hair ornament is necessary.
- belts, if worn, should be plain black and not worn as

- a 'fashion statement' over jumpers and polo shirts.
- Outdoor jackets, jumpers or cardigans other than school uniform, should not be worn at any time inside the academy. During cold periods students will need an academy jumper. Hats and caps need to be removed before entering the building.
- No caps at any time, in or outside of the academy. Hats are permitted to be worn outside only and must be removed before entering the Academy.
- On dress down days, students are expected to dress sensibly and modestly and still observe the dress code in relation to jewellery. We recommend that students have all their equipment and clothing clearly named in order that items can be returned if they are found and sent to lost property.

PE kit

Appropriate clothing is essential for the safe participation in physical education and Dixons City academy PE kit is students' uniform for their physical education lessons. Below is the PE kit:

- DCA navy / blue hooded jumper with Dixons City embroidered badge.
- DCA navy / blue t-shirt with Dixons City embroidered badge.
- DCA navy tracksuit pants with Dixons City embroidered badge.
- trainer shoes (no canvass pumps).

On a day when students have PE, they should arrive in the academy wearing their PE kit and have it on all day. All days where students do not have PE on their timetable, they should wear the standard full school uniform as described above.

Consequences

Purpose

We have high expectations of all our students so that they are the best versions of themselves. If a student fails to meet our values, it is important that we support them through corrections, so they do not repeat this behaviour. Sanctions may involve a same day correction or a more severe consequence. However, professional discretion as well as context are considered on a case-by-case basis and reasonable adjustment, where necessary, is applied.



Corrections

Our system of corrections is very simple, and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day.

If any of the rules are broken, we will contact you by text that day and let you know that your child has a 20, 40 or 60 minute correction (detention) that night. Additional sanctions may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

The evidence from the UK and abroad suggests that the sanction must be immediate (a detention three days later does not work with students), and it must be specific to the behaviour.

Our system is so simple and fair that students should not get a correction in the first place. If a correction is given, please do not see it as 'the end of the world'. Your child simply completes the correction successfully and gets a totally fresh start the next day.

Due to transport issues, please remember to explain how important it is that your child does not get a correction. There may be no bus after the correction, and you may have to arrange to get them home. Please work with us and discuss how inconvenienced your child made you. This will further develop good learning habits and consideration for you and the family.

If students forget to bring the correct equipment to school or to their lessons through the day this will result in a P2 correction. Staff are unable to ensure that any equipment that is dropped off at main reception is passed onto a student. The only exception to this is for medicines and lunches. If these are brought into school by families, these will be passed onto students.

Lunchtime corrections

If a student is late to school after 8.15am they will receive a lunchtime correction on that day. This means that they will pre-order a sandwich lunch and then, at the beginning of their lunch, use their integrity to go to the lunchtime correction room where they will spend their 30-minute lunchtime supervised by a member of SLT. Their ordered lunch will be delivered to the room in advance for them. Heads of year and SLT may also place students into lunchtime corrections for such things as not meeting expectations at social times or not taking care of the school environment. A student can be placed in multiple lunchtime corrections following an incident.

Reset room

If students consistently do not meet our expectations or align with our values, they may be placed in the reset (isolation) room, separated from the rest of the school, depending on the severity of the incident. In the reset room students have a chance to reflect on their actions and recalibrate themselves to the values of the academy, before being integrated back into lessons. The consequences of failing to adhere to the rules in reset, will be very serious and could result in exclusion.

Reflection placements

In certain circumstances, families will be asked to have their child on a reflection placement in another school in the Bradford area. This is a very common process for many schools and supports students in aligning to our values and expectations by given them an experience of a different culture and ethos in another provision.

Safeguarding at Dixons City Academy – Keeping yourself safe

Safeguarding at DCA

Our main priority at DCA is to ensure that our whole community is safe, happy and ready to be the best version of themselves.

The safeguarding of students, families and staff is everyone's responsibility. We must all make sure the things we do and say reflect our values. Our highly trained safeguarding team has the responsibility for dealing with any safeguarding concerns that are raised by students, families or staff. Every member of the safeguarding team holds the relevant DSL training qualification and have a wealth of experience working with external agencies as well as within school to keep everyone safe.

If you have any concerns, issues or worries please tell someone. You can tell your family, friends and any staff member at school. If someone tells you something they are worried about and you need support, please tell a member of staff or a family member. If families have any concerns or worries about their child or any other student at DCA, please contact the safeguarding team or your child's head of year.

Every staff member at DCA is trained on how to deal with safeguarding concerns that are raised and how to pass on concerns to the safeguarding team. When a student raises an issue, worry or concern they will be listened to, and the most appropriate form of support will be put in place to help them move forward and feel happy and safe. Please see below for the contact details of the safeguarding team and heads of year.

Mr Bell: Vice Principal and Designated Safeguarding Lead (DSL) E: CBell@dixonsca.com

Mr J Sparks: Assistant Principal & Deputy Designated Safeguarding Lead E: JSparks@dixonsca.com

Mr J Yale: Assistant Principal & Deputy Designated Safeguarding Lead E: JYale@dixonsca.com

Mr J Sandhu: Assistant Principal & Deputy Designated Safeguarding Lead E: JSandhu@dixonsca.com

Peer on peer abuse

Unfortunately, peer on peer abuse is something that happens in every school and every organisation.

However, at Dixons City Academy what is different is that we are upstanders. We stand up when we see injustice happening to ourselves or others and will tell someone about it.

Peer on peer abuse is when a person or group of people are repeatedly hurt, threatened, frightened or make someone unhappy.

At DCA we believe that we should all work together to stop peer on peer abuse. This can only be done if people tell us about peer on peer abuse.



What to do if you are a victim of peer on peer abuse or you witness someone else being a victim of peer on peer abuse:

TELL someone! This could be your form tutor, head of year, a member of the safeguarding team, any other member of staff, an older student, or a member of your family. **DO NOT** keep it to yourself.

What happens when peer on peer abuse is reported:

Someone will talk to you about it. They will talk with you about the best action to take to solve the problem.

- you could be given help and advice to deal with the problem yourself
- the perpetrator(s) will be spoken to
- a supervised meeting could be arranged between the perpetrator and the victim so that problems could be discussed if the victim wishes for this to happen
- families will be informed
- families may be invited into school to discuss the problem
- the perpetrator may be sanctioned or warned. The sanction will escalate if the situation does not improve. For this to happen you must tell us of any further incidents

At Dixons we are proud to be part of a community of people who seek to respect each other and look after each other. However, if you feel you are being mistreated by another student, you should try to talk to a friend about it and tell a member of staff who you trust. We all have the right to feel safe all of the time.

Don't suffer in silence.

Mental health

Mental health is a way of describing social and emotional wellbeing. You need good mental health in order to develop in a healthy way, build strong relationships, adapt to change and deal with life's challenges.

Top tips to promote mental health

- talk! Talking to anyone from peer to friends, family or teachers, it is so important to be listened to and feel heard
- engage in physical activity such as running, walking, sports, PE, etc. Physical fitness will help you to stay healthy, have more energy, feel confident, manage stress and sleep well
- eat a healthy diet – eat more fruit and vegetables and less fatty and sugary foods
- get involved in activities – feeling like you are part of something, having support and sharing experiences is important to our wellbeing
- ensure you have time to relax
- sleep well – Teenagers need 8 – 10 hours of sleep each night. Sleep is needed to maintain a healthy body, keep your immune system working well, maintain good mental health, boost your energy levels, learning and concentration, and store knowledge in your long-term memory

I'm struggling with my mental health, what should I do?

- speak to your parents or a trusted adult
- the pastoral team at school are there to support you – you could speak to your form tutor, head of year or the safeguarding team – Mr Bell, Mr Sparks, Mr Yale, Mr Sandhu, Miss Labad and Miss Mann
- we also have a full-time school counsellor. The school counsellor speaks to approximately 30 different students each week and can help with issues such as stress, anxiety, bereavement, friendship issue etc.
- childline is a free service which provides help, advice and counselling to children and young people. They have an app you can download, information on their website and a number which you can ring – 0800 1111

- Samaritans is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide throughout the United Kingdom and Ireland, often through their telephone helpline – 116 123. You can also email Samaritans – jo@samaritans.org write to them – Freepost SAMARITANS LETTERS or use their self-help app which is accessible via the website
- guide-Line Bradford is a confidential telephone helpline which provides mental health support and information – 0800 1884884. There is also a live chat service which can be accessed via the website.
- First Response is a crisis support service for those who need urgent mental health support – Telephone – 0800 9521181
- Shout is a free text service for anyone in crisis, anywhere. It is a place to go if you're struggling to cope and need immediate help. Text Shout to 85258
- POPYRUS is for young people who are not coping with life. You can ring – 0800 0684141, 07860 039967 or email pat@papyrus-uk.org
- Mind is a mental health charity that helps people across Bradford, Airedale, Wharfedale and Craven. Telephone 01274 730815 or email admin@mindinbradford.org.uk

Further Support networks in the academy

Academy nurse

The academy has a full-time nurse on site who is responsible for the general health and welfare of the students. If your child has a health problem, please indicate this to the nurse so that she will be better able to deal with any difficulties which may arise. It is important that the nurse is informed of all allergies, especially if your child has suffered an anaphylactic reaction and / or been issued with an EpiPen or Anapen.

Academy counsellor

The school counsellor supports students who are struggling with their mental wellbeing or may need support during a difficult period in their lives. Students who would like to see the school counsellor can do so by seeing their head of year, form tutor, member of safeguarding team, or any member of staff to request support.

Form tutors and heads of year

We have an excellent pastoral system, and you are welcome to contact your child's form tutor or head of year with issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

Attendance officer

The attendance officer is responsible for receiving queries from home about any aspect of the academy life and directing the query to the appropriate member of staff. If you have a problem regarding your child's attendance, please telephone the academy and ask to speak to her.

Individual Needs

The Individual Needs department is for all students who have a specific requirement for support, or for students that just need advice and support.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child please contact the Individual Needs department who will arrange to meet with you. Individual Needs is led by our SENDCo.

Responsible technology Use

Guidelines for students

Dixons City Academy is committed to providing good computer facilities and access to the internet and email for all staff and students.

Computer equipment rules for students:

- treat computer equipment with care. Do not take food and drink into computer areas
- school computer equipment is primarily for student education and staff professional activity. It must not be used for private purposes. Use for personal financial gain, gambling, political purposes or advertising is forbidden

Password security:

- you will be held responsible for anything done on a computer logged on with your username; log out when you finish. Do not tell other people your password. If you suspect that someone knows your password, change it and tell the help desk / form tutor / head of year

Information stored on academy computers:

- copyright and intellectual property rights must be respected
- do not store or distribute any offensive material. Do not install any unauthorised software

Email:

- users are personally responsible for email(s) they send and for contacts made. Therefore, all emails should be written carefully and politely. Any email sent to an external organisation should be authorised before sending.
- do not send or forward offensive emails, anonymous messages, or chain letters.

Internet access:

- all Internet use is monitored. Access to inappropriate sites is barred in so far as this is possible; access to these sites is not accepted, and the user is liable to disciplinary actions. Details of any accessible site with inappropriate content should be reported to the IT helpdesk
- the use of public chatrooms and social networking sites are not allowed
- photographs or video clips taken within the school environment, including off-site trips and residentials, must not be distributed or uploaded to public sites without prior consent of the school and those captured in the images

Social networking sites:

- the use of social networking sites is not permitted within the academy at any time
- students must be aware that any inappropriate use of social networking sites outside of school that causes a problem inside our community, or brings us into disrepute, will be treated very seriously and will include police involvement
- we advise all families to carefully monitor their child's use of social networking sites and seriously consider whether it is appropriate for younger students

Mobile phones, smart watches and other electronic devices:

- must be switched off (not on silent mode) and kept in student lockers
- must not be used for any purpose in the school environment
- the camera and recording functions must not be used at any time as it may breach privacy rules
- headphones must not be worn or be visible within the academy
- mobile phones must not be seen or used in the academy. This includes before the school day has begun and after it has finished

These facilities are provided for your benefit. Misuse of them or damage to equipment caused wilfully or by carelessness will result in disciplinary action. This may include withdrawal of access and charges for replacement or repairs.



Lunchtime

All students have a 30-minute lunch break.

Dixons City Academy provides in house catering known as Dixons Catering. Dixons Catering has a history of operating 5 star rated operations with experienced executive leadership from a restaurant background, this provides peace of mind to all concerned that food standards are consistently high and student welfare needs are being met. The primary function of Dixons Catering is to ensure that the students are happy and well fed to aid their capacity for learning.

Taking inspiration from world cuisine, Dixons Catering will provide delicious, nutritious, freshly prepared meals for breakfast, break and lunch time at different service locations around the academy.

Food and drink are paid for using cashless catering software which is linked to each students ID card and online payment account. Please see Cashless Catering / Online Payment section.

Vegetarian, halal and non-halal options are available each day. Confectionary, sweets, chocolate and crisps are not sold in the academy. If students are bringing in their own food, we encourage families to support healthy options.

Energy drinks are not allowed in the academy at any time and will be confiscated and disposed of.

If you have any special diets or allergies, concerns or suggestions regarding any aspect of catering at the academy, please do not hesitate to contact your head of year on 01274 776777.

Cashless Catering / ParentPay

It's simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school using ParentPay.

What are the benefits to parents and students?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24 hours a day 7 days a week
- the technology used is of the highest internet security available ensuring that your money will reach school safely – offering you peace of mind
- payments can be made by credit or debit card
- full payment histories and statements are available to you securely online at any time.
- your children won't have to worry about losing money at school again

What are the benefits to our school?

When parents use ParentPay, the benefit to school is huge. You will help us to reduce workloads for all staff, creating more time to lend to educational support and the smooth running of the school. Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.



We play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine 3-way partnership between families, students and staff.

Contact with families

Parents play a crucial role in ensuring that their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

Tutors, assistant heads of year and heads of year contact the parents of their students regularly. We expect 100% attendance at consultation evenings. Form tutors and assistant heads of year should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress will be reported to parents twice a year. They are posted following the assessment period, following a mid-year assessment and end of year assessment. This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

Texting service: used to pass information to parents about important issues such as corrections and academy closures in bad weather – these do not cost you any money.

Email: also used to pass information and letters.

Please ensure that you update the academy with any changes of mobile number or e-mail address.

Academy website: where you will find up to date information regarding the academy, including policies and term dates as well as a link to ParentPay.

Letters: whole academy letters are also posted on the academy website, as well as being issued to students to take home, emailed or posted home.

Lockers

The purpose of lockers is to provide students with a place to leave their equipment and belongings, therefore, they should not be carrying bags around the academy.

If a student forgets his / her key, reception has a master key so that equipment can be accessed. If a key is lost, or a student wishes to have a spare key, it can be obtained from student reception at a cost of £3.50.

Lanyards and student ID cards

The purpose of lanyards is to support with the safeguarding and identification of our students. The students ID card is also used to support the cashless catering system, as the student scans their badge to pay. Replacements should be ordered by students from student reception and the replacement cost will be placed on your parent pay account. Students will not be issued with a new lanyard / ID card until the charge on parent pay has been paid.

We believe students should receive an educational experience that enables them to learn, grow as individuals and contribute to society.





We know that qualifications open doors and therefore we place high importance on delivering an ambitious and academic curriculum to all our students.

Cost of replacement:
Lanyard £1.50
Student ID card £3.50

Lost property

When students come to the academy, we request that all their possessions, including clothing, should be named, to facilitate returning found articles. All lost property should be handed in at reception. If a student loses any item, they should ask at the reception if it has been found. Items that are not named are placed in lost property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

Smart technology

Whilst the academy accepts that mobile phones, smart watches and other electronic devices are now part of everyday life, we would like to discourage children from bringing them into the academy. The ability for students to text and access the internet can present a welfare issue for students. In addition, the carrying of an expensive piece of equipment can make them a target of robbery before or after school. If, however, it is absolutely necessary for any child to bring a mobile phone, smart watch or other electronic device to school it must be switched off at all times during the day and be stored in the student's locker.

If such an item is seen around the academy it will be confiscated, a P2 correction issued, and the item passed to the head of year. In the first instance it will be returned at the end of the day. All further instances will result in the item being kept until a family member named as a contact for the student on our systems can come into the academy to collect it.

The academy will not accept responsibility for loss, theft, or damage of the above equipment.

Media, film and photographs

From time to time the academy receives requests from the media to take photographs and / or films of academy events and activities. In the majority of cases most parents are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our students remain anonymous, and students are referred to as "academy students". If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the principal. In the event that we do not hear from you we will assume that we have your permission. If you

have any queries in respect of this issue, please call the academy.

Use of detecting wands

In order to fulfil our safeguarding duties and in line with our legal right to search students' pastoral staff have been trained in the use of detection wands. These are used to detect prohibited items such as mobile phones or vapes. Wand searches are non-contact, conducted with two members of staff present and the staff member with the wand will be the same gender as the student.

Personal money

Students may need to bring small amounts of change into the academy to purchase equipment from the LRC stationery shop.

Car parking and safety

We ask parents to be considerate and safe when parking around the academy. The beginning and end of the academy day is extremely busy, and we ask anyone dropping off or collecting students to drive with extreme caution, keeping speed low and vigilance high. We have residents and businesses neighbouring our building and there have been cases where parking has caused problems. We therefore request that you adhere to the following when parking, dropping off or collecting children from the academy:

- keep the School Keep Clear marking (zig zags) clear
- ensure pavements, driveways, the school gates and pedestrian access points are kept clear
- ensure emergency vehicles would be able to get past if needed
- adhere to local parking restrictions
- turn off your engine when parked – engines left idling contribute to air pollution
- behave in a manner that is respectful towards others – including pedestrians and local residents
- park further away from school if at all possible
- if you don't have any other options and do need to use a vehicle to drop your child off, then we request that you allow extra time in order to drop off safely and legally and park further away from the academy, if you are at all able

Causes for concern

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.



2. All such instances will be recorded.
3. Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome.

Please note:

1. In the case of any serious or urgent matter, should any parent wish to come into the academy to directly discuss any concerns they may have, the academy will endeavour to have a senior member of staff available.
2. Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff without delay.

Leaving the academy

If, for any reason you have to withdraw your child from the academy, we require the information in writing to the Head of Year at least one month before the leaving date. We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.

Policies

All academy policies are available for parental scrutiny on our website, and we would welcome comments at any time.

Home - Academy Agreement Dixons City Academy

At Dixons City Academy, our purpose is excellence. We focus on being the best version of ourselves to change our world for the better. We will consistently be in the top 1% of schools nationally.

Above all, following the values of Determination, Integrity and Respect will ensure success.

The Dixons Difference

The Dixons Difference is our relentless focus on student achievement, led by highly committed and highly professional staff. By creating a can-do, independent culture with an emphasis on self-discipline, we prepare our learners for future success in an ever-changing world. Our academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity and honesty.

Dixons City Academy will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home if students are to be retained after the end of the academy day
- we provide a wide variety of extra-curricular activities

Parents / carers will ensure that:

- your child attends the academy every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary
- you support the academy's policies and regulations

on behaviour and uniform including same day after-school corrections after communication from the academy

- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend consultation evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

- work hard, live by the values and follow the learning habits in every lesson and around the academy
- attend regularly, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- encourage students to respect and tolerate one another's beliefs and values
- be polite at all times and open the door to let an adult through first
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- never bring anything dangerous or illegal into the academy
- take letters and messages home and deliver them to their families
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- Use all of the academy facilities, including ICT, in a responsible, respectful and considerate manner
- take an active part in the academy life including clubs and teams
- keep parents / carers informed about activities through the academy website, newsletters and notices about special events
- ensure mobile phones are switched off and locked away at all times in the academy.

Failure to keep to the agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student name:

Student signature: Date:

Parent / carer signature: Date:

Principal signature: Date:

