

Family Handbook

2018/19



DIXONS
TRINITY
CHAPELTOWN

Welcome to Dixons Trinity Chapeltown

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

At Trinity Chapeltown, we all have a sentence that states the lasting impression we want to leave on the world. Our academy sentence is: "The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life."

In order to achieve our mission, Dixons Trinity Chapeltown 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. Hard Work

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.

2. Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

3. Fairness

We play by the rules. We are respectful, polite and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

At Dixons Trinity Chapeltown, 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 well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

Working with parents, 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 in helping you understand our standards and approach, so 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. Together, we will make a success of your child's education.

Finally, although we will always do our best to provide an outstanding all-round education, we cannot be perfect and occasionally we will get things wrong. So, if you have any reason for concern, please do not hesitate to contact the academy; you will always find someone who is able and willing to help.

Luke Sparkes

Executive Principal

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

Dixons Academies have high expectations for all students, and our governors set ambitious targets for academic achievement and conduct. Students, parents, teachers and staff create and reinforce a culture of achievement and support through formal and informal recognition and consequences for both 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 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 tailor our curriculum to the diverse communities we serve, and 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.



Parents and the Academy

Learning is a lifelong journey in which we all play a crucial part in the development of the whole child. At Dixons Trinity Chapeltown Primary, we value and support the vital role played by parents in the education of our children.

Children whose parents take a keen interest in their school work and support them at home, tend to do much better at school.

You can help your child at home by:

- talking with and listening to your child – ask your child about their day
- talking to your child's class teacher about their work
- doing practical activities with your child, like cooking, shopping and gardening
- taking your child to places of interest such as the library and local attractions
- providing your child with materials to write, draw and paint at home
- playing games with your child such as snakes and ladders
- reading to and with your child and discussing the books
- controlling the amount of television that your child watches
- ensuring your child has adequate sleep

We will aim to help you by providing:

- an up-to-date academy website and twitter account detailing information about academy events
- curriculum workshops and open days to inform parents about our curriculum and learning strategies
- curriculum maps with information about what your child is learning each term
- parent and teacher feedback evenings, phone calls home and detailed school reports

The academy welcomes parents' views and contributions; drop-in sessions with the senior leadership team are held weekly. Please do call the office to ensure that the person you would like to talk to is available.

If you have a query or problem, the **class teacher** should be able to help you in the first instance. Please contact the class teacher directly or ask the school office staff to make an appointment on your behalf. After school, at pick-up time, is usually the best time to have a discussion about your child's progress, as before school the teacher will be preparing lessons for the day.

Term and Holiday Dates 2018/19

2018 Term 1 Tuesday 4 September to Friday 19 October 2018

Holiday – Saturday 20 October to Sunday 4 November

2018 Term 2 Monday 5 November to Friday 21 December 2018

Holiday – Saturday 22 December to Sunday 6 January

2019 Term 3 Monday 7 January to Friday 15 February 2019

Holiday – Saturday 16 February to Sunday 24 February

2019 Term 4 Monday 25 February to Friday 29 March 2019

Holiday – Saturday 30 March to Sunday 14 April

2019 Term 5 Monday 15 April to Friday 24 May 2019

Holiday – Saturday 25 May to Sunday 2 June

2019 Term 6 Monday 3 June to Wednesday 17 July 2019

Holiday – Thursday 18 July onwards

Additional holidays not included above

Friday 19 April 2019 – Bank Holiday

Monday 22 April 2019 – Bank Holiday

Monday 6 May 2019 – Bank Holiday

Staff data and planning days

Wednesday 22 August 2018 (*new staff only*)

Thursday 23 August 2018

Friday 24 August 2018

Thursday 15 November 2018

Friday 16 November 2018

Friday 15 February 2019

Thursday 7 March 2019

Friday 8 March 2019

Monday 13 May 2019

Thursday 18 July 2019

Friday 19 July 2019

1 further planning day to be confirmed

Key Staff

Senior Leadership Team		
Luke Sparkes <i>BSc (Hons)</i>	Executive Principal	lsparkes@dixonsta.com
Justine Oldham <i>BSc (Hons)</i>	Primary Principal	joldham@dixonstc.com

Teaching Staff		
Debbie Wallace <i>BSc (Hons)</i>	EYFS Lead Teacher	dwallace@dixonstc.com
Alex Swaby <i>BSc (Hons) MA</i>	Inclusion Lead Teacher	aswaby@dixonstc.com
Caitlin Ashton <i>BA (Hons)</i>	Reception Class Teacher	cashton@dixonstc.com
Lucy Considine <i>BA (Hons) MA</i>	Reception Class Teacher	lconsidine@dixonstc.com
Laura Jay <i>BSc (Hons)</i>	KS1 Class Teacher	ljay@dixonstc.com
Emily Flynn <i>BSc (Hons)</i>	Graduate Co-Teacher	eflynn@dixonstc.com
Aileen Anderson <i>BA (Hons)</i>	Graduate Co-Teacher	aanderson@dixonstc.com
Tara Evans <i>BA (Hons) MSc</i>	Graduate Co-Teacher	tevens@dixonstc.com

Support Staff		
Muhammad Hamid <i>MSc</i>	Senior Administrator	mhamid@dixonstc.com

The Academy Week

At Dixons Trinity Chapelton we operate a longer working day. With an extended academy day students have more time to acquire the skills, knowledge and understanding needed to be successful, as well as more opportunities to participate in a wide range of curriculum activities. There are no shortcuts to success and children will be working hard all week.

EYFS Timetable

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
08.00 – 08.45	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club	Breakfast Club
08.45 – 09.00	Calendar Maths Morning Meeting	Calendar Maths Morning Meeting	Calendar Maths Morning Meeting	Calendar Maths Morning Meeting	Calendar Maths Morning Meeting
09.00 – 10.00	RWI Phonics Indoor / Outdoor Provision	RWI Phonics Indoor Provision	RWI Phonics Indoor Provision	RWI Phonics Indoor Provision	RWI Phonics Indoor Provision
10.00 – 10.15	Break / Snack	Break / Snack	Break / Snack	Break / Snack	Break / Snack
10.15 – 11.45	Maths Mastery Indoor / Outdoor Provision	Maths Mastery Outdoor Provision	Maths Mastery Outdoor provision	Maths Mastery Outdoor provision	Maths Mastery Outdoor provision
11.45 – 12.00	DEAR	DEAR	DEAR	DEAR	DEAR
12.00 – 12.30	Family Dining	Family Dining	Family Dining	Family Dining	Family Dining
12.30 – 13.00	Lunchtime Play	Lunchtime Play	Lunchtime Play	Lunchtime Play	Lunchtime Play
12.30 – 13.00	Handwriting Fine-motor Skills	Handwriting Fine-motor Skills	Handwriting Fine-motor Skills	Handwriting Fine-motor Skills	Handwriting Fine-motor Skills
13.15 – 14.00	Specialist Lesson PSHCE	Specialist Lesson French	Specialist Lesson Music/Art	Specialist Lesson PE / Dance	Celebration Assembly
14.00 – 14.15	Break / Snack	Break / Snack	Break / Snack	Break / Snack	
14.15 – 15.30	Enquiry & Indoor / Outdoor Provision Personal, Social & Emotional Focus	Enquiry & Indoor / Outdoor Provision Knowledge and Understanding of the World Focus	Enquiry & Indoor / Outdoor Provision Art & Expressive Design focus	Enquiry & Indoor / Outdoor Provision Physical Development Focus	
15.30 – 16.00	Assembly (Values)	Assembly (Singing)	Assembly (Classroom)	Assembly (Singing)	

Key Stage 1 Timetable

<i>Time</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
08.00 – 08.45	Breakfast Club				
08.45 – 09.00	Calendar Maths Morning Meeting				
09.00 – 10.00	RWI Phonics				
10.00 – 10.15	Break / Snack				
10.15 – 11.15	Maths Mastery				
11.15 – 12.00	Literacy	Literacy	Literacy	Literacy	Literacy
12.00 – 12.30	Family Dining				
12.30 – 13.00	Lunchtime Play				
13.00 – 13.30	Handwriting/DEAR	Handwriting/DEAR	Handwriting/DEAR	Handwriting/DEAR	Handwriting/DEAR
13.30 – 14.00	Specialist Lesson Art	Humanities (Topic)	Specialist Lesson Science	Specialist Lesson French/Music	Celebration Assembly
14.00 – 14.15	Break / Snack	Break / Snack	Break / Snack	Break / Snack	
14.15 – 15.30	Art	Humanities (Topic)	Science	PE	
15.30 – 16.00	Assembly (Values)	Assembly (Singing)	Assembly (Classroom)	Assembly (Singing)	

- All students must arrive at the academy by 8.45am at the latest ready to line up for lessons
- DEAR = Drop Everything And Read
- Breakfast Club is from 8.00am to 8.30am (free)
- If you would like your child to attend Breakfast Club, please talk to the office

Academy Drivers

When it comes to motivating students and staff, we focus on three key intrinsic 'drivers': Mastery, Autonomy and Purpose.

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: **hard work, trust** and **fairness**.

At Trinity, we build a partnership between parents, students, and teachers that puts learning first. We help our students to value learning by activating them as owners of their own learning.

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.

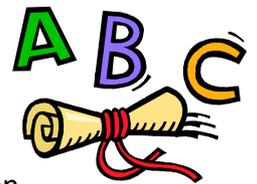
In our classrooms, schemes of work and lesson plans, we value knowledge, skills and understanding. We insist on good learning habits day-in and day-out with high expectations and no excuses.

Curriculum

Dixons Trinity Chapeltown values the core skills needed to climb the mountain to university: reading, writing and numeracy. These will be at the centre of our curriculum and taught across all other areas of learning.

Communication, Language and Literacy

Literacy involves children learning the skills of reading, writing, speaking and listening, spelling and handwriting. Through mastering all these disciplines, children will become confident and literate learners. Students are taught reading through Read Write Inc. phonics initially, which is a structured programme to teach the skills of reading to children in small groups, catering for all needs. Students are taught to enjoy reading for pleasure. Through careful planning, teachers ensure students learn how to write a range of different texts, from imaginative stories to factual reports – all starting from children's interests. During their school life at Dixons Trinity Chapeltown, children will have the opportunity to perform; learning vital speaking and listening skills will complement this. Our duty is to develop students' who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them.



In order to raise the profile of literacy across the curriculum, to support students with their learning and to raise standards, there are three 'literacy' expectations of all students at all times:

- 1. Reading book in their possession (reading)**
- 2. Speak in full sentences (speaking)**
- 3. Track the speaker/s (listening)**

There is also a time each day to read independently, called DEAR (Drop Everything And Read) sessions. It is also expected that students will read for, at least, 10 minutes at home each evening.

Maths

Children become confident calculators and problem solvers in maths lessons. Students are taught purposeful maths which helps them to value and understand numbers and their relationships. We use an approach called Mathematics Mastery, which uses concrete manipulatives and visual tools to support problem solving, as well as learning to calculate mentally. Talk is at the centre of the maths curriculum with students learning correct vocabulary from the very beginning and learning how to explain and prove their calculations. Children also begin to work with a range of shapes, spaces and measures in a variety of playful contexts. Children learn how to tackle challenging mathematical problems which will help them to become independent and resilient learners.



Personal and Social Development

Through personal and social development activities, students learn how to care for themselves, one another and their environment. Throughout the year, students will become confident and develop a positive self-image. Children will be able to model good behaviour when working alone and in small groups. Students will also learn how to understand their feelings.



Understanding the World

Science helps children to understand the world in which they live. Students are given opportunities to ask and answer their own scientific questions, carry out experiments and test their ideas. Through geography lessons, children learn about local, national and global environments, including different communities. History lessons help children to discover their personal history as well as studying events from the past.



Physical Development

Students are taught the importance of being fit and healthy. Our students learn how to make healthy food choices and engage in PE in order to develop their balance, coordination and gross motor skills.



Expressive Arts and Design

Through quality provision and a wide range of resources, students learn how to paint, draw, craft and model. Children learn about artists, sculptors and designers. Essentially, students also learn how to evaluate and improve their work.



Children also take part in dance, movement and music sessions and are provided with excellent role play materials for child initiated play.

Music

Music plays a big part in our curriculum and we have twice weekly singing assemblies alongside explicit vocal and instrumental lessons. Children take part in performances throughout the year, demonstrating their musical skills. Students have access to a wide range of musical instruments to experiment with and play. We look forward to showcasing our work to parents in our productions and recitals.



ICT

Our children learn how to communicate ideas with a variety of technologies in order to prepare them for a successful life in the 21st Century. Students have opportunities to programme robots; use laptops and iPads; take photos with digital cameras; and record their voices with microphones. Children are also taught the importance of e-safety and how to keep safe on the internet.



Expeditions

Our broad and balanced curriculum is enhanced through quality expeditions (trips and outings). Parents are always informed in advance of any expeditions. During the year, there are a wide variety of educational visits. These range from local visits within lesson time, to nearby places of interest, to residential activities further afield. Overnight stays will begin in Year 2.

Individual Needs – Mountain Rescue

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any kind of special educational need. Our philosophy is to educate students as far as possible within the normal provision of the academy. This includes a strong teaching model, with early intervention, extra teaching and individual attention for students who are having difficulty reaching the expected standards. Additional support for students is provided under the direction of the Mountain Rescue department.



The Mountain Rescue department is for all students – be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need extra advice and support in order to keep up. Our teaching 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 Inclusion Lead who will arrange to meet with you.

Homework

The purpose of homework at Dixons Trinity Chapeltown Primary is:

- to develop an effective partnership between the school and parents/carers in helping to raise the achievement of students
- to reinforce and consolidate skills, particularly in literacy and numeracy
- to encourage students, as they get older, to develop the confidence and self-discipline needed to study on their own

How to support with your child's homework

Students should complete 10 minutes DEAR (reading) each night. Alongside reading, your child's teacher will provide preparation tasks and revision tasks. In Reception, students will bring home a 'Proud' book to add to on a weekly basis. You can add just about anything to this: photos; postcards from places you have visited; printed pictures; drawings; maths that your child has attempted; just about anything that your child has done out of school that they may be proud of or that they have worked hard at. This will contribute to their 'Learning Journey' and encourage them to contribute to their learning at home. It will also support their speaking and listening as we will talk in class about what they have added.

We will provide more information about the Proud Book when your child has settled into school.

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.

From the first day at Dixons Trinity, your child will start to learn about our values. In doing so, each student will thrive at our school and will have the skills they need to be successful at university. We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our values and we will teach them how to do so.

Behaviour

As a Dixons school, we are proud of our academy and have 3 simple values that we live by every day. Dixons students behave well and responsibly at all times.

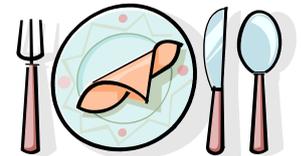
Our 3 core values are hard work, trust and fairness.

Students who display these values are recognised through verbal praise, stickers, and certificates. Every Friday, we recognise students who have lived our values and worked hard to climb the mountain to university. They receive a certificate in assembly and, all parents are warmly invited to these assemblies.

Lunch

Family Dining

Family Dining is a crucial part of academy life. In 'Family Dining', students learn how to set the table, serve one another and socialise politely in the academy dining room. Children eat delicious and nutritious halal, non-halal, or vegetarian meals. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. The students sit in small groups with an accompanying adult. Children all have a role to play: from collecting plates and cutlery to helping to pour water and, when they are older, serve the food.



'Family Dining' is highly successful in promoting social skills and contributes to the family nature of the academy. The adults act as role models to the students and encourage children to chat with each other.

Free school meals

All children in EYFS and KS1 are currently entitled to free school meals.

You could also be entitled to support towards the cost of uniform and school expeditions. To benefit from this entitlement, you **must** fill in a free school meals and school clothing allowance form. The school receives extra money for children who are eligible for free school meals, this amounts to an extra £6000 per child over their time at primary school. This extra funding can have a significant impact on children's learning, so please check your entitlement.



Snacks

Children in EYFS and KS1 will be provided with a healthy snack during the morning and a snack and milk in the afternoon. Please inform us if your child has any allergies. Water will be available to all children should they need it during the day and children may bring a named water bottle into school. This water bottle should go home at the end of every day.

Academy Uniform

Our academy has a uniform that all students are expected to wear. All uniform needs to be clearly labelled with the student's full name. We encourage children to take responsibility for their own uniform; Dixons staff will take no responsibility for lost uniform. Lost property will be returned if named and, if not, kept in the office.

Compulsory Uniform

Slate grey trousers/shorts/skirt/pinafore
White collared shirt/blouse
Academy jumper/cardigan
White / Grey socks or tights
Academy bag
Plain black shoes
Plain and natural hair
One plain colour co-ordinated hair accessory

PE Kit

Academy shorts
Academy tracksuit bottoms
Academy PE top
Academy fleece (optional)
Plain black pumps/trainers

You will receive information about PE days during the first week of school. Students should keep their PE kit in their school bags and take it home at weekends to be washed.

Students will also need a warm, waterproof coat in wintery weather and a pair of wellington boots. **No jewellery is permitted** other than one small pair of plain studs and one plain watch.

Long hair must be tied back. Boys are not permitted to have fashion cuts (e.g. shaved letters or patterns).

All students will also require a Dixons Trinity Chapeltown bag.

Attendance and Punctuality

Absence is monitored very carefully at the academy. Every day missed is a learning opportunity wasted.

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. When a student is absent from the academy with no advance notice, for example because of illness, parents must telephone the academy that same morning, and each subsequent morning, to inform us of the reason for absence **before 8.30am**. It is possible to leave messages on the voicemail at any time prior to 8.30am.

During the school day, all visitors must report to the academy office. Students who arrive late, after 8.45am, need to report to the academy office. We record student's punctuality and attendance and recognise this accordingly. We take punctuality seriously as, if a child is just 5 minutes late into class at the start of the day, this can affect them for the rest of the morning.

If a student has repeated absence or poor punctuality, parents will be invited in to school to speak with the principal.

Dropping off and collecting children

Children attending free breakfast club need to arrive between 8am and 8.30am. Please note that our free breakfast club doors close at 8.30am. If you arrive after this time, you will need to wait until the start of the school day at 8.45am. Collection at 4pm (2pm on Fridays) will be from Reception or Year 1 classroom doors.

For our Reception students, the academy is legally obliged to obtain written confirmation of the names of all adults who will collect children from school.

We are not permitted to allow an adult to collect a child unless we have **permission** from the child's parents. Please telephone the academy office if you are sending someone else to collect your child. For health and safety reasons, children in Reception must be collected by an adult, they will not be permitted to leave with someone who is under 18.

Appointments

Parents of children of school age have a legal duty to ensure that their children receive an education. We ask all parents to let us know of any foreseen absences from school, e.g. hospital appointments, in advance. Please try to make routine dental and non-emergency medical appointments after school or during the holidays.

Holidays in term time

Absence due to holidays or extended visits taken during term time can seriously hinder academic progress and attainment. Any absence from school for holiday requires a written request from the parent and a meeting with the principal. **No holidays will be authorised during term time.** Unauthorised absence will be reported to the Local Authority who may in turn fine parents. Any unauthorised absence over five days may result in a fine and could lead to your child losing their place at Dixons.

Religious leave of absence

In order that students can observe important religious festivals, the academy community does grant the statutory leave of absence of up to 3 days over the year. Requests for such leave of absence are obtainable directly from reception in the form of a letter with a reply slip, which parents need to complete and return.

Illnesses and allergies

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult.

We have trained First Aiders in the academy who can deal with minor injuries. If your child bumps their head, we will give them a sticker to bring home to inform you, and details of any incidents will be kept in the accident book if you would like more information. Please check book bags every night to check for important letters.

Existing conditions

Please let us know of any major illnesses or conditions suffered by your child (e.g. allergies, asthma, convulsions, diabetes, etc.) when your child first starts school or as soon as the illness is diagnosed. If your child has been diagnosed with an allergy or medical condition, please complete the medical form in your welcome pack.

Medicine

Our first aiders can administer some medicines in school. To ensure that medicines are correctly stored, and correct documentation is received, we politely ask the following:

- All medicines and the correct medicine spoon must be handed into the school office (which opens at 8.00am) in the morning
- The 'medicines in school' form must be completed and signed by a parent/carer
- Medicine should be fully labelled with your child's full name, class and date of birth
- Medicines must be collected from the main office and taken home each evening

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. A shared sense of purpose will ensure that Dixons Trinity Academy becomes a truly outstanding school and that we make a success of your child's education.

Contact with Families

Parents play a crucial role in ensuring 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.

Parents are given regular information on their child's progress. We expect 100% attendance at parents' evenings. We have up to two parents' evenings every year.

Other ways the academy may communicate with you:

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

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.

Drop-in Surgery

Every week you will have the opportunity to come into school and discuss any aspect of school life with a member of the Leadership team. You can call the office at any time and make an appointment.

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. Photographs are also used for social media, such as Facebook and Twitter. 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.

Smart Technology

If students need to make contact with home, we will use the phone in reception. A student does not, therefore, have any need for a mobile phone in the academy. Any student found using a mobile phone during the day will have the phone confiscated. It will not be returned until a parent comes into school to collect it.

Personal Money

There is no need for students to bring personal money into the academy.

Car Parking

In the interests of the safety of children, parents are not allowed to bring their cars into the academy grounds either in the morning or at the end of the school day. Parents should not park in front of the school gates, or on white zig-zag lines at any time during the day.

Cashless Catering / ParentPay

ParentPay is 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. 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, 24hrs 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.
- ParentPay will soon be announcing a SmartPhone App to make payments even more convenient.

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.

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 Principal, 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.