

# Family Handbook

*2018/19*



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# 1 Introduction

## 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 Dixons 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**

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 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

Thursday 7 March 2019

Friday 8 March 2019

Thursday 18 July 2019

Friday 19 July 2019

1 further planning day to be confirmed

### **Academy Contact Details**

Dixons Trinity Chapeltown

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Leeds

LS7 4AW

Telephone: 0113 4685100

E-mail: [info@dixonstc.com](mailto:info@dixonstc.com)

Website: [www.dixonstc.com](http://www.dixonstc.com)

Twitter: Follow us @DixonsTC

## Key Staff

<b>Senior Leadership Team</b>		
Luke Sparkes <i>BSc (Hons)</i>	Executive Principal	lsparkes@dixonsat.com
Natalie Brookshaw <i>BA (Hons)</i>	Principal	nbrookshaw@dixonstc.com
Pippa Sadgrove <i>BA (Hons)</i>	Vice Principal / SENCo	psadgrove@dixonstc.com

<b>Leadership Group</b>		
Anna Turrell <i>BA (Hons)</i>	Head of English	ATurrell@dixonstc.com
Carolyn Bate <i>BSc (Hons)</i>	Head of Mathematics	Cbate@dixonstc.com
Fleur Siswick <i>BA (Hons)</i>	Head of Science	fsiswick@dixonstc.com
Adam Clough <i>BA (Hons)</i>	Head of MFL	aclough@dixonstc.com
Shireen Wheeler <i>BA (Hons)</i>	Head of Art	swheeler@dixonstc.com
Yasmin Coyote <i>BSc (Hons)</i>	Head of Year	ycoyte@dixonstc.com

<b>Subject Staff</b>		
Ricky Badwal <i>BSc (Hons)</i>	Teacher of PE / Mentor	rbadwal@dixonstc.com

<b>Mountain Rescue / Learning Support</b>		
Pippa Sadgrove <i>BA (Hons)</i>	Vice Principal / SENCo	psadgrove@dixonstc.com

## The Academy Week

At Dixons Trinity Chapeltown we operate a longer working day. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding, as well as more opportunities to participate in a wide range of co-curricular electives. There are no shortcuts to success.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	07.15	Academy Opens				
	<b>07.30 – 08.00</b>	<b>Breakfast / Morning Mastery</b>				
	<b>08.00 – 08.25</b>	<b>Morning Meeting</b>				
<b>1</b>	08.25 – 09.15	Lessons	Lessons	Lessons	Lessons	Lessons
<b>2</b>	09.15 – 10.05	Lessons	Lessons	Lessons	Lessons	Lessons
<b>3</b>	10.05 – 10.55	Lessons	Lessons	Lessons	Lessons	Lessons
<b>Break</b>	<b>10.55 – 11.20</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>4</b>	11.20 – 12.10	Lessons	Lessons	Lessons	Lessons	Lessons
<b>5</b>	12.10 – 13.00	Lessons	Lessons	Lessons	Lessons	Lessons
	<b>13.00 – 13.35</b>	<b>DEAR*</b>	<b>DEAR*</b>	<b>DEAR*</b>	<b>DEAR*</b>	<b>DEAR*</b>
	<b>13.35 – 14.10</b>	<b>Family Dining</b>				
<b>6</b>	14.10 – 15.00	Lessons	Lessons	Lessons	Lessons	<b>Afternoon Meeting (finish 14.20)</b>
<b>7</b>	15.00 – 15.50	Lessons	Lessons	Lessons	Lessons	
	<b>15.50 – 16.05</b>	<b>Afternoon Meeting</b>	<b>Afternoon Meeting</b>	<b>Afternoon Meeting</b>	<b>Afternoon Meeting</b>	

- All students must arrive at the academy by 7.55am at the very latest (go to their locker and hand in homework); some students will be expected to arrive at the academy as early as 7.30am for catch-up in the EBacc (e.g. Lexia, Morning Mastery). Breakfast is served from 7.30am.
- All students begin their day with Morning Meeting which includes: retrieval practice (focused on critical knowledge); literacy and numeracy development; strengthening of school culture; value expectations reset; and appreciations / recognition.
- Weekly team practice will take place during one allocated Family Dining / DEAR for those students selected to represent the academy.
- Y7 finish at 16.05 (4.05pm) on Monday, Tuesday, Wednesday and Thursday.
- Y7 finish at 14.20 (2.20pm) on Friday.
- For Y7, same day corrections (detentions of up to 1 hour) start at 16.05 (4.05pm) on Monday to Thursday; and 14.20 (2.20pm) on Friday.

*\*Drop Everything And Read (DEAR)*

## 2 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

At Dixons Trinity Chapeltown, our mission is simple: we want all children to succeed at university, or a real alternative, thrive in a top job and have a great life.

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 Dixons Trinity Chapeltown, 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. The mantra is an important part of the teaching and sets the tone for the learning that follows. It should always be upbeat and enthusiastic, setting the scene at the start of each lesson.

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

### Curriculum at Key Stage 3

The start of Key Stage 3 marks an exciting phase in the lives of our students. It is the period when they build on their primary education and prepare for their Key Stage 4 choices, most of which will be made in Year 8. 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 the 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 range of learning pathways to support and challenge all students.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

**Subjects studied and time allocations at KS3 – 2018/19**

Subject	Weekly Lesson Allocation		
	Year 7		
	Group 1 / 2	Group 3	Group 4
English	5	6	6
Mathematics	5	6	6
Science	4	4	4
Humanities	3	3	3
MFL	4	4	4
Art / DT	2*	2*	2*
Computing	2	2	2
Music	1	1	1
PE	3	3	3
Stretch	2	0	0
Stretch Project	1	1	1
Prep	1	1	1
CCE	2	2	2
<b>Total</b>	<b>33</b>	<b>33</b>	<b>33</b>

*\*Art will be delivered from the summer term replacing one period of PE and the Stretch Project.*

Groups 3 and 4 will be allocated more curriculum time in the core to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are not on track to achieve their targets in the core may be expected to attend practice sessions in English, mathematics and science, before school (from 7.30am). A weekly period of Prep, during the school day, will allow staff to provide highly-tailored, small group, interventions in the EBacc, whilst providing students the opportunity to practise independent revision.

During Stretch lessons, Groups 1 and 2 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics and ethics.

All KS3 students are expected to complete one independent 'Stretch Project' each assessment cycle. Projects are mainly completed at home; however, students are supported by their Advisor and through weekly, lectures and stand-alone year group sessions that take place at intermittent points within a cycle. Students are expected to deliver a formal presentation, without the aid of notes, to their peer group.

Co-Curricular Electives (CCE) includes a range of enrichment activities: public speaking, drama, dance, chess, music, art, STEM and sport – some of which offer accreditation upon completion. It is expected that students will represent the academy in their chosen elective. Students in Y7 - 8 elect for one activity for the entire academic year.

## **Literacy**

Our duty is to develop students who are confident readers, writers, speakers and listeners, who value these life skills and strive to improve them. We recognise that it is the responsibility of all staff from all subject areas to teach literacy skills as reading, writing, speaking and listening is integral to all subjects.

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

- 1. Reading book in their possession (reading)**
- 2. Speak in full sentences and no slang (speaking)**
- 3. Track the speaker/s (listening)**

There is also 30 minutes of time each day during DEAR (Drop Everything And Read) sessions. Students are expected to complete tasks such as: read in silence, discuss their reading and complete a reading log. DEAR books must be age appropriate and provide a suitable level of challenge – texts which rely on graphics, rather than the written word, are not permitted. Students will attend a weekly whole-year group DEAR lecture where they will read classic texts from the Literary Canon. Advisors are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs. It is expected that students will read for, at least, 30 minutes each evening.

## **Modern Foreign Languages**

French is offered as the core language. French is a vitally important world language and is the second most widely taught language after English. French is a major language of international communication. All students will study French at Key Stage 3 and 4.

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. The aim of primary phase foreign languages is actually 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 phase 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, speaking, reading and writing 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.

## **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). Students receive weekly PDS lectures delivered by their Advisor.

## **Health and Sex Education**

This is covered during Science and RE lessons. Outside may come into the academy to talk about diet, hygiene, exercise, and relationships and sex. The facts of life are taught in Science lessons as part of the National Curriculum, and backed up with discussions on relationships and moral values in RE lessons.

## Co-Curricular

We provide a varied and full programme of co-curricular electives. All students in Years 7, 8, 9 and 10 attend 2 hours of co-curricular electives each week. Co-curricular includes public speaking, drama, dance, chess, music, art STEM and sport.

At Dixons Trinity Chapeltown, involvement in co-curricular electives is just as important as academic study. Our co-curricular programme enables students to commit to the wider life of the academy and immerse themselves fully in our culture. Through the course of their time at the academy, students will pledge to meet each of the ten summits enabling them to gain confidence, learn new skills, develop a sense of pride, exercise leadership, meet new people, and increase their sense of responsibility and commitment: all of which are essential for life beyond school. Summits enhance and enrich the academic curriculum to provide each student with a sense of purpose so they become well-rounded individuals who will thrive at university, in the professional world of work and, ultimately, in life.

## The Summits

Summit 1: Achieve Bronze in the Duke of Edinburgh's Award (Y9)

Summit 2: Climb a mountain and reach the summit (Y7)

Summit 3: Participate in all residential expeditions (Y7-9)

Summit 4: Represent the academy, through co-curricular electives, in academia, the arts or sport (Y7-10)

Summit 5: Stage and perform a Shakespeare play to a large audience (Y8)

Summit 6: Attend an academic event or cultural performance (Y7-11)

Summit 7: Deliver a formal presentation, without the aid of notes, to peers and family (Y7-8)

Summit 8: Represent one of the houses at the academy (Y7-11)

Summit 9: Plan, organise or participate in a fundraising event to support the local community (Y7-11)

Summit 10: Contribute to the development of sustainability at the Academy (Y7-11)

Students will also have the option of extra-curricular after school. These optional sessions mainly focus on subject clubs, student-led societies and matches for those representing the academy in sport.

The iBase is open to students before school (7.30am to 7.55am) after the normal school day (until 5pm Monday to Thursday; 4pm on Friday) and during break time.

## Educational Visits and Outdoor Education

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

Parents will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional. If a visit takes place within the normal academy day and within a 1 mile radius of the academy, then we will inform parents / carers of the visit by text or a note in their child's planner.

As part of the academy life and the National Curriculum, all students must take part in and experience a variety of outdoor activities. During Years 7, 8 and 9, a residential activity will take place and **every student must participate** in these experiences.

## Homework

Students should complete **90 minutes** of homework per evening. This is divided in to **30 minutes** of DEAR (reading) and **45 minutes** of revision.

In addition to their standard weekly revision in the EBacc subjects, Year 7 and 8 students are expected to complete an independent 'stretch project' in cycles 1 and 2 (13 weeks). Students should spend around 1½ hour on their stretch project each week. Projects are assessed through a student exhibition at the end of each cycle.

### Homework revision timetable – Year 7 & 8

Subject	Duration	Set on:	Hand in:
Mathematics	45 minutes	Monday	Wednesday
English	45 minutes	Tuesday	Thursday
MFL	45 minutes	Wednesday	Friday
Science	45 minutes	Thursday	Monday
Geography / History	45 minutes	Friday	Tuesday

All students in the academy are given homework revision in the EBacc subjects every week (i.e. English, mathematics, science, humanities and MFL). Occasionally, Key Stage 3 students may receive homework in Art, DT, Computing and RE.

### Types of Homework

**100% sheets** are used for daily homework revision which is set in Morning Meeting. Students should use look, cover, write, check to learn the content of a given section of their 100% book. They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. A green pen should be used to check they have recalled the information correctly. Students will sit a weekly test, in Morning Meeting, to determine if the revision is being completed accurately.

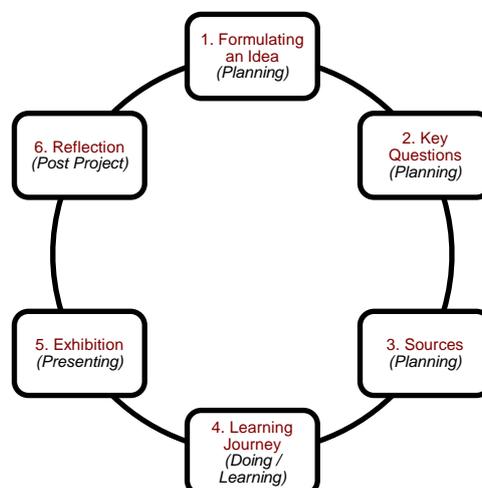
**Additional homework** may be set by subject teachers where appropriate.

### Stretch projects

Students will complete 4 stretch projects over Key Stage 3. The themes for the stretch projects are:

- Cultural – **Year 7 Cycle 1**
- Aspirational – **Year 7 Cycle 2**
- Political – **Year 8 Cycle 1**
- GCSE Spoken Language – **Year 8 Cycle 2**

The final stretch project in Year 8 will assess the spoken language component of the AQA English Language GCSE.



## **Dream Team**

During Cycle 3 each year, students write their own reports detailing their successes and next steps from the academic year. Students then deliver this in a presentation to their 'dream team': their 'belay partner' (supportive peer); family members; advisor and any other key adults.

### ***How to support with your child's homework***

Students should be completing 30 minutes DEAR (reading) each night in addition to the EBacc revision set in the student planners. It is important that you encourage your child to read challenging books. Your child's Advisor will be able to help support the selection of a challenging book.

Alongside reading, your child should be revising from his / her 100% book every night. This book contains all the key knowledge your child needs to succeed in each subject. Every night, you can support your child by quizzing them on the section they have been learning. All your child needs to do is memorise the sheets in their 100% book, so you do not need to have any additional knowledge to support them with this.

There are also two key websites that you can refer to for additional learning opportunities for your child. For mathematics, we recommend Hegarty Maths and for English, BBC Bitesize. If you would like any additional material, please consult your child's Advisor.

## **Equipment**

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

### *Daily:*

A pencil case containing:

- 2 black pens
- 2 green pens
- Black whiteboard pen (*provided*)
- Pencils
- Rubber
- Ruler
- Pair of compasses
- Protractor

### *Mathematics:*

- Calculator – preferably a Casio FX83GT but any straightforward Scientific type will be adequate  
(Calculators can be purchased through the Mathematics Department at a reduced price of approx. £5)

The following are optional items that may be of use to students in certain lessons:

### *Art and Design*

- 1 x 2B pencil
- 1 x 4B pencil
- 1 x packet water-colour paints
- 1 x packet coloured pencils
- 1 x nylon paint brush Size 5 and/or 8

### *Design Technology*

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

The following items will be useful to have at home:

### *English:*

- An English Dictionary

### *Languages:*

- A French Dictionary

# 3 **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 Chapeltown, your child will be expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. 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 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 his / her mistake. This allows the student to take the necessary next steps to improve on the following day.

There will be no discussion of corrections in class; the learning habits must be followed in all classes and every day. This may cause you a great deal of inconvenience. Don't blame us: instead, please ensure your child understands the inconvenience as a reason for following our strict routines in future.

## **Learning Habits**

**Here are the 6 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 it is totally unacceptable 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.

### **UNIFORM**

We will insist on perfect uniform: not *nearly* perfect but perfect. This is because we want children at Dixons Trinity to be proud. Evidence suggests that sloppy uniforms, lead to sloppy behaviour and sloppy learning habits for many students.

### **HOMEWORK**

We will insist on all homework being completed on time and to a good standard, neatly and with pride. Please see the revision timetable in your child's 100% book. Please sign the planner weekly. We run a weekly homework club and we also open our iBase at lunchtime, break time and before school. No child, therefore, has any reason not to do it. All homework must be done for the right day and time.

### **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, it would be unfair for a child to cause a distraction from learning for themselves or others.

### **PUNCTUALITY**

We will insist on punctuality to school and to each and every lesson. Every child should be ready for line up and morning meeting, with all of the equipment they will need, by 8.00 am each day. A child will be considered late if they do not arrive within 3 minutes to the start of each lesson. Please support this by keeping to bed-times and preparation time in the morning before school. Your child will worry about this at first but s/he will soon pick up the good habit.

## EQUIPMENT

We will insist that every child carries an appropriate pencil case, their planner, DEAR book, the right exercise books, 100% book 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.

Over the summer, you could help them arrange a shelf with labels so that they can always pick up the correct book at the right time for the next day. There's no time like the present to plan a good system together. Remember, they will be going from lesson to lesson, six or seven times a day: they need to be taught at home now how to be organised and responsible.

Our system of sanction 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. Please use some of the summer to get them into the right frame of mind.

If any of the rules are broken we will contact you by text that day and let you know that your child has a 30-minute correction (detention) that night. If a child breaks more than one rule on any given day, then they will receive a 1-hour correction. Additional sanction 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 doesn't work with children) and it must be specific to the problem. Please make sure no one gets a correction on their first day at school!

We don't want to punish anyone. We believe that children should control themselves (it is not our job to control them). If anyone doesn't want a correction s/he simply sticks to the rules (they don't answer back, wear the wrong uniform, fail to do satisfactory homework, go off-task in lesson, arrive late or forget their equipment).

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 does the 30 minutes and gets a totally fresh start the next day!

Due to transport issues, please remember to explain how important it is that your child doesn't get a correction: there may be no bus after the correction and you may have to make arrangements to get them home. Please do not blame us for this, rather discuss how inconvenienced your child made you. This will further develop good learning habits and consideration for you and the family.

If your child fails to attend a correction (or presents with more serious behaviour or receives three corrections in a single day) then he / she will have crossed our 'red line'. This means that your child will likely spend the next day in isolation with a member of the Leadership Group. The consequences of missing a second correction, quite rightly, will be very serious and could result in exclusion.

## Advisory

All students have an Advisor who they see during DEAR and at Family Dining each day. At least three times each year students will meet with their Advisor to review their progress and to determine next steps in their learning.

Each cycle, you will either receive feedback from your child's Advisor to update you on your child's progress or you will have the opportunity to meet them face to face at a parents' evening. However, you are also

welcome to contact your child's Advisor with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

## House System

Each student will be assigned to a house and will remain in the same house throughout the duration of their time at Dixons Trinity Chapeltown. The school tie and PE top will reflect the colour of each house.

The four houses are named after notoriously difficult mountains to ascend. They are located in Europe (Pelvoux), South America (Acongagua), Africa (Tafelberg) and Asia (Makalu). Students will take part in inter-house competitions as well as earning house points through co-curricular electives and sports showcase. The house system provides students with a sense of tradition, provides leadership opportunities and an increased feeling of identity, self-esteem and belonging.

## 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, which includes a strong teaching model and early intervention with 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 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 Mountain Rescue department who will arrange to meet with you.

## Daily Attendance

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students are allowed into the academy from 7.15am to work in supervised areas only.

Students wishing to stay after school to complete homework must be in the designated areas. Alternatively, they must be registered at one of the published subject catch-up sessions or optional elective sessions. The iBase (learning commons / library) will remain open until 5.00pm Monday to Thursday and 4.00pm on Friday.

## Absence

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 student absence voicemail at any time prior to 8.30am. To report an absence, please dial the main academy telephone number and select the appropriate option.

All absence must be covered by a letter from a parent / carer addressed to the Behaviour and Attendance Officer and presented at reception on the student's first day back in the academy.

Please note that only emergency appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an

absence is to be requested for such emergency appointments, parents must write a letter to the Principal at least two days in advance.

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

## **Leave of Absence**

The Government states that a student may be taken out of the academy during term time for exceptional circumstances only, and never for more than five days.

If exceptional circumstances occur, a Request for Leave form must be obtained from reception to request permission; this must be done one month in advance and submitted to the Principal. Permission will be granted *only in exceptional circumstances*.

## **Religious Leave of Absence**

The academy community does grant the statutory leave of absence of up to three days, in order that students can observe important religious festivals.

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.

## **Dress Code**

The academy has a dress code that all students are expected to follow. There is an emphasis on being clean, tidy and presentable. Students should recognise that conflict over the dress code is inappropriate. Our dress code is practical and allows a choice within very clear boundaries. The dress code applies both within school and on the journey to and from school.

### **Year 7 and 8**

- Students must wear an academy jumper with a white shirt and a house tie.
- Students are only permitted to remove the jumper in a lesson if they ask a member of staff; the jumper must be worn around the academy unless directed otherwise by the Leadership Team.
- Girls must wear, full length navy trousers which can be purchased from the uniform supplier or the recommended high-street retailers / shalwar or plain navy kameez and tunic / blouse with a white shirt and jumper over the top.
- Girls must wear navy trousers that have a pleat in the middle and are not fully elasticated – the trousers must be either regular or slim fit not ‘tight’ or ‘skinny’.
- The top button of the shirt must always be done up with the tie fastened so that the knot covers the top button.
- Boys’ and girls’ trousers should be navy and tailored (with a pleat in the middle); jeans / tracksuits / leggings / very flared trousers / very tight trousers (skinny fit) / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- In summary, the trousers must be navy, they must fit appropriately and be school trousers rather than items of fashion wear. The trousers can either be regular or slim fit but not skinny fit. They can be purchased from one of the retailers or from the following high-street retailers only: Marks and Spencer, Next, Debenhams and Tesco (boys only).
- Socks must be worn irrespective of the type of shoe selected; they must be plain navy.

- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain (with no additional design / embellishment) black or navy and well secured.
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Trainers are not acceptable. If a student is wearing the wrong footwear, family will be contacted to bring the correct footwear into school / the student will be asked to change into academy footwear.
- Velcro fastening is not appropriate for secondary school. The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour / metal.
- Any student wearing jewellery, other than a suitable plain watch (small and not a fashion item), will be asked to instantly remove it and a correction will be issued. This item will be confiscated until an appropriate adult can collect it. The only exception to this is where there is a compulsory religious expectation, for example, the Sikh Kara.
- All facial jewellery, including earrings, (or visible body-piercing) is not allowed.
- Make up, if worn by older students (Key Stage 4 onwards), should be entirely discreet. No nail varnish or henna is allowed at any time.
- Hair must be appropriate to a place of work, i.e. no unusual styles or colours, shavings or patterns. Hair must have a natural hairline with no undercutting or 'fashion' styles (such as 'boxes' or lines shaved in). It must be styled professionally.
- 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 permitted.
- Eyebrows should be natural with no modifications or shavings.
- Belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers and polo shirts. 'Fashion' belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.
- Students can either wear the navy academy coat on their way to and from the academy or a smart, plain, black or navy, sensible coat without any logo or writing. Students are permitted to wear their PE jacket to and from the academy
- Hoodies or alternative sports tops are never permitted.
- If a student is wearing the wrong jacket, a correction will be issued and the item will be confiscated until an appropriate adult can collect it.
- On days where students participate in PE, they must come in their PE kit

### **PE Kit**

- Students must wear their house t-shirt, the academy navy blue sports trousers and sports jacket.
- Boys must wear the academy PE shorts underneath the academy sports trousers.
- Girls can either wear the academy PE shorts or sports leggings underneath the academy sports trousers.
- During indoor PE lessons, the outdoor trousers will not be permitted; students are not permitted to wear just the shorts or leggings around the academy when they are not in PE.
- Boys and girls can either wear the long, navy academy socks or entirely plain navy sports socks (not black or white).
- Appropriate sports shoes must be worn
- If a student is not wearing the correct PE kit, a correction will be issued and family will be contacted to bring the correct clothing into school / the student will be asked to change into academy clothing.

On days where students are not in uniform, students are expected to dress sensibly and modestly and still observe the jewellery, hats and caps code.

To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their Head of Year or Leadership Team *before* going ahead. Families will be asked to rectify any hairstyle immediately, or replace any clothing at their expense, that is perceived to be unsuitable for school. All students are strongly advised to label all items of clothing.

We welcome your co-operation in maintaining the smart appearance of the academy students.

## **Student Planner**

At the beginning of each year, students are issued with a planner. Both Advisors and parents are expected to sign the student's planner each week. In this way, the parent can see comments from the Advisor or from subject tutors, and parents can also communicate with the Advisor if they wish. The planner is a very important document and students are expected to take great care of it. If the planner is defaced, a student will be expected to replace the planner at a cost of £5.

## **Lunchtime**

Family Dining is a crucial part of academy life. We expect all students to eat the healthy meal provided by the academy at lunchtime. There are vegetables and salads to accompany the meal, followed by dessert or fresh fruit. All students are seated formally at tables for lunch and are expected to eat the food provided.

Students may bring a snack for break; however, students are not allowed to bring in sweets, chocolate or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated and students will receive a sanction.

## **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 pupils?**

- 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.

## 4 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 Chapeltown 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.

Advisors contact the parents of their Advisees regularly. We expect 100% attendance at parents' evenings, we have up to two parents' evenings for each year group. Advisors should always be the first point of contact for parents.

Parents are given regular information on their child's progress in every subject. Progress reports take place three times in the year. They are posted at the end of each assessment cycle (13 weeks). 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 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.

**Newsflash:** is sent to parents every two to three weeks via the students. Newsflash includes a list of upcoming events for parents to be aware of. Newsflash is also posted on our website.

**Letters:** a reply sticker, placed in the student planner, will accompany important letters and parents should sign the sticker to confirm receipt of the letter. Whole school letters are also posted on the academy website, as well as being issued to students to take home.

### Drop-in Surgery

Every Thursday, 8.30 to 9.30am, a member of the Senior Leadership Team will be available to discuss any issue regarding your child. There is no appointment required.

### Lockers

The purpose of lockers is to provide students with a place to leave their equipment and belongings and, 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. They will, however, receive a correction. If a key is lost, or a student wishes to have a 'spare' key, it can be purchased from Access Locksmiths, 200 Roundhay Road, Leeds, LS8 5AA at a cost of £5.

## **Lost Property**

When students come to the academy we do request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in at reception. If a student loses any item he / she should ask at the reception if it has been found.

Named items are returned to students via Advisors; it will clearly help us to return items to their owners much more readily if everything is named. Please, therefore, ensure that all of your child's clothing and personal belongings are named.

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.

## **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.

## **Smart Technology**

If students need to make contact with home, they are allowed to use the phone in reception. A student does not, therefore, have any need for a mobile phone in the academy. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain, switched-off and out of sight, in his / her locker throughout the school day.

Any student found carrying or using a mobile phone during the day will have the phone confiscated. It will not be returned until the end of term or until a parent comes into school to collect it. The student will also receive a correction.

I-Pods and MP3 players are not required in school. Any student who brings one into school should keep it switched off and leave it in their locker.

The academy accepts no responsibility for the safety or security of the above equipment.

## **Personal Money**

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

## **School Travel Plan**

Children are encouraged, where possible, to walk or cycle to school. Bike racks will be available for students to store their bikes.

## **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.

## **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.

# Home - Academy Agreement



## ***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 Trinity Chapeltown 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 immediately if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives and expeditions

## ***Parents / Carers will ensure that:***

- your child attends 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 detentions until 5.05pm 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 Advisor consultations and parent / carer 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 support your child in participating in co-curricular electives and expeditions, in particular the Year 7, 8 and 9 residential visits
- you pay for the replacement of any equipment or books your child loses or damages

## ***Students will ensure that they:***

- work hard 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
- 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
- take letters and messages home and deliver them to their parents / carers
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- pledge to meet the ten summits in order to prepare for life beyond school
- take an active part in the academy life by pledging to meet the ten summits

***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: .....