

Family Handbook

Primary

2025/26







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Welcome to Dixons Trinity Chapeltown Academy

We guarantee that we will do whatever it takes to make sure that every student at Dixons Trinity Chapeltown achieves their full potential.

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."

Our primary phase sentence is: "The Primary phase cultivated a strong culture of high expectations and excellent instruction, ensuring that students felt happy, safe and motivated to confidently climb their mountains."

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.

Angelique O'Garo
Head of Primary



Dixons Academies Trust

Our mission is to challenge educational and social disadvantage in the North.

Within our communities, we work together to establish joyful, rigorous, high performing school and colleges, 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

Our 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 our 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 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.



The Peaks

Dixons Trinity Chapeltown is an all-through school serving students aged four to sixteen located in the heart of Chapeltown. During their twelve years with us, students move through four distinctive key phases described below. In each phase, students are supported to meet, and exceed, age-related expectations whilst preparing for the next stage in their education.

EYFS – Early Explorers

In the Early Years Foundation Stage (EYFS), children embark on their learning journey by exploring the world around them and developing a strong sense of self through provision-based learning.

EYFS classrooms are carefully designed to provide continuous provision, where different areas support independent learning and skill development. These include:

- Role Play Area – Encourages imaginative storytelling, social interaction, and language development.
- Construction Zone – Helps build problem-solving skills, spatial awareness, and teamwork.
- Small World Play – Provides opportunities for creativity, narrative-building, and understanding real-world concepts.
- Creative Arts Station – Allows children to explore different textures, materials, and artistic expression.
- Mark-Making & Writing Area – Supports early literacy skills, fine motor development, and confidence in communication.
- Maths Exploration Table – Helps children engage with numbers, counting, shapes, and patterns through hands-on activities.
- Outdoor Learning Space – Promotes physical development, risk-taking, and curiosity about nature.

Learning through play is central to EYFS provision, ensuring children develop critical thinking, independence, and problem-solving skills. A balance between adult-led activities and child-initiated exploration fosters engagement while allowing children to apply their knowledge in meaningful, practical contexts.

Base Camp – curious students

Year 1, Year 2

In Base Camp, students are supported to become inquisitive thinkers, developing a deep understanding of themselves and engaging meaningfully with the world around them. This peak marks the beginning of formal education, shaping the trajectory of each child's academic journey. A carefully structured balance of formal teaching and continuous provision ensures that students build confidence, independence, and essential early skills.

Oracy and reading are central to learning throughout Base Camp. Children are immersed in high-quality texts and introduced to ambitious vocabulary to foster confident storytelling and expressive communication. Talk is embedded within daily routines, including 'talk partners,' 'full sentence answers,' 'talk tasks,' and 'word of the week', reinforcing speaking and listening skills.

Reading instruction follows a rigorous, systematic phonics programme, delivered daily, with a strong focus on developing fluency and instilling a lifelong love of reading. Across a breadth of subjects, foundation knowledge is carefully built and continuously reinforced to provide the first steps towards mastery in each area.

Learning environments are enriched through continuous provision, where carefully planned resources and activities enable students to explore, experiment, and apply their learning in a purposeful context.

A structured approach to teacher-led instruction is complemented by child-initiated learning, ensuring students develop curiosity, problem-solving skills, and the independence needed for their next stage of education. Alongside academic progression, Base Camp prioritises personal, social, and emotional development, nurturing resilience and confidence while harnessing each child's innate desire to learn.

Lower Peak – confident students

Year 3, Year 4

Students are supported to develop resilience and establish meaningful connections in their learning, fostering academic fluency and deeper understanding. During Lower Peak, the focus on intrinsic motivation becomes increasingly central, guiding students as they refine their ability to apply prior knowledge and make purposeful links across subjects. This stage marks a significant milestone in their education, where learning is driven by a sense of purpose and intellectual curiosity.

Reading and oracy remain key priorities, with students engaging deeply with classic literature through the art of storytelling, progressing towards confident, expressive writing. In Family Dining, students actively participate in meaningful discussions, delivering 'appreciations' that build their communication skills and encourage a culture of respect and reflection.

As students progress through an ambitious and progressive curriculum, they build the knowledge and skills needed to develop deep understanding and academic fluency. Learning experiences are carefully designed to foster coherent, critical, and creative thinking, enabling students to analyse and articulate ideas with confidence. Across all subjects, students are encouraged to speak in accurate sentences, using precise, subject-specific vocabulary to ensure clarity in their communication and depth in their learning.

By the end of Lower Peak, students emerge as confident, articulate, and fluent learners, equipped with a well-rounded awareness of the world around them and the ability to navigate their academic journey with purpose and conviction.

Middle Peak – independent students

Year 5, Year 6, Year 7, Year 8

Students are supported to be responsible learners, building the subject knowledge needed to make informed decisions about their future. This stage marks an important transition as they develop autonomy, taking greater ownership of their learning and personal development.

In UKS2 (Year 5 & Year 6), students refine their ability to think critically and apply knowledge across subjects. They engage with more complex texts, expanding their understanding of different cultures, genres, and time periods. Fluency in reading enables them to be self-directed in their literary exploration, strengthening their comprehension and analytical skills. UKS2 also introduces structured opportunities for independence, such as student-led discussions, collaborative projects, and reflective learning, encouraging confident participation and deeper engagement.

By the end of Year 6, students are fully immersed in their academic journey, preparing for the transition to secondary education. Leadership opportunities arise, allowing students to take on mentorship roles, peer-led initiatives, and responsibilities within the school community. Through critical thinking and problem-solving challenges, they develop the skills necessary for the next stage of their education, ensuring they leave with a strong foundation in knowledge, independence, and self-assurance.

Term and holiday dates 2025/26

Term 1: Tuesday 26 August* to Friday 16 October 2025

* Monday 1 September 2025: Year 7 students return only

Tuesday 2 September 2024: All students in Primary and Secondary return to the academy as normal

Holiday: Saturday 18 October to Sunday 2 November

Term 2: Monday 3 November to Friday 19 December 2025

Holiday: Saturday 20 December to Sunday 4 January 2026

Term 3: Monday 5 January to Thursday 12 February 2026

Holiday: Friday 13 February to Sunday 22 February 2026

Term 4: Monday 23 February to Thursday 2 April 2026

Holiday: Friday 3 April to Sunday 19 April 2026

Term 5: Monday 20 April to Friday 22 May 2026

Holiday: Saturday 23 May to Sunday 31 May 2026

Term 6: Monday 1 June to Thursday 16 July 2026

Holiday: Friday 17 July onwards 2026

Additional holidays not included above

Friday 3 April 2026 – Bank Holiday

Monday 4 May 2026 – Bank Holiday

Staff data and planning days

Tuesday 26 August and Wednesday 27 August 2025

Thursday 28 August and Friday 29 August 2025

Thursday 13 November and Friday 14 November 2025

Friday 13 February 2026

Thursday 5 March 2026

Friday 6 March 2026

Academy contact details

Dixons Trinity Chapeltown

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Website: www.dixonstc.com

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Key Staff

Senior Leadership Team

Emma Hickey BA (Hons) MA	Principal/Head of Secondary
Angelique O'Garra BA (Hons)	Head of Primary
Laura Jay BSc (Hons)	Vice Principal Primary
Alice Ralph BSc (Hons)	Assistant Vice Principal Primary

Leadership Group

Karena Caulfield	Primary English Lead
Sophie Duncan	Middle Peak Lead/Maths Lead
Hannah Lee-Overton	Lower Peak Phase Lead
Katie Youlton	Base Camp Phase Lead
Megan Smart	Interim Base Camp Phase Lead
Caitlin Ashton	EYFS Lead Teacher
Angelique O'Garra	Acting SENDCO

Teaching Staff

Caitlin Ashton	Primary Class Teacher
Leanne White	Primary Class Teacher
Faye Wheatley	Primary Class Teacher
Beth Morris	Primary Class Teacher
Jamie Steels	Primary Class Teacher
Christopher Millwood	Primary Class Teacher
Karena Caulfield	Primary Class Teacher
Michael Vanes	Primary Class Teacher
Imana Cosstick-Crumbie	Primary Class Teacher
Eddie Ripley	Primary Class Teacher
Leah Bray-Hemmingway	Primary Class Teacher
Mauricette Ndoyi	Primary Class Teacher
Jake Wright	Primary Class Teacher
Aamina Aatif	Primary Class Teacher
TBC	Primary Class Teacher
John Tindale	Graduate Co-Teacher
Maxine Johnson	Graduate Co-Teacher
Edward Mensah	HLTA
Sahika Rashid	HLTA
Victoria Hodgeson	HLTA
Jasveen Williamson	HLTA
Nashida Leopold	Teaching Assistant

Salma Rehman	Teaching Assistant
Diluni Premaranthe	Teaching Assistant
Sobia Shabir	Teaching Assistant
Sahiba Younis	Teaching Assistant
TBC	Teaching Assistant
TBC	Teaching Assistant

Mountain Rescue / Learning Support

Rebecca Labella	All-through DSL
Aileen Dufton	Primary Pastoral Mentor
Charlotte Minnikin	Primary Pastoral Mentor
Clifford Konadu	Sports Coach/Pastoral Mentor
Yvonne Williams	Learning Mentor (SEND)
Helen Simpson	Safeguarding and Wellbeing
Jo St Ange	Safeguarding and Wellbeing
Libby Sturgeon	All-through Librarian and Literacy

Associate Staff

Joe Manuel	Admin Manager
Emma Varley	Data and Exams Manager
Muhammad Hamid BBA MSc	Attendance and Behaviour Manager
Alarna Nelson-James	Administrator
Ciara Standhaven	Administrator
Mandy Lam	Administrator
Paul Drabble	Chef Manager
Sanjay Singh	Head Chef
Josh Ward	Site Assistant
Mickey Bergin	Site Assistant
Steve Bexon	Site Assistant



The academy week

At Dixons Trinity Chapeltown, our timetable is designed to give students the time they need to build their skills, knowledge, and understanding. Beyond academic learning, they can take part in a wide range of enriching experiences. Success is achieved through dedication and effort—there are no shortcuts.

Example Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.40 - 09.15	Values Assembly	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
09.15 – 10.10	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics	Reading/Phonics
10.10 - 10.30	Break	Break	Break	Break	Break
10.30 - 10.35	Transition	Transition	Transition	Transition	Transition
10.35 - 11.35	Maths	Maths	Maths	Maths	Maths
11.35 - 11.40	Transition	Transition	Transition	Transition	Transition
11.40 - 12.10	Family Dining 1 Playtime 1	Family Dining 1 Playtime 1	Family Dining 1 Playtime 1	Family Dining 1 Playtime 1	Family Dining 1 Playtime 1
12.10 - 12.40	Family Dining 2 Playtime 2	Family Dining 2 Playtime 2	Family Dining 2 Playtime 2	Family Dining 2 Playtime 2	Family Dining 2 Playtime 2
12.40 - 12.50	Transition	Transition	Transition	Transition	Transition
12.50 - 13.45	English	English	English	English	English
13.45 - 14.30	Science	Non-core curriculum	Non-core curriculum	Non-core curriculum	Non-core curriculum
14.30 - 15.15	Science	Non-core curriculum	Non-core curriculum	Non-core curriculum	Celebration Assembly
15.15 - 15.20	End of Day Transition	End of Day Transition	End of Day Transition	End of Day Transition	End of Day Transition

- All students must arrive at the academy between 8.30am (gates open) 8.40am (gates close) to be ready for lessons to begin promptly.

At Dixons Trinity
Chapeltown, we enjoy what
we do together because we
remain positive and never
give up



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, we value knowledge, skills and understanding. We insist on good learning habits day-in and day-out with high expectations for all.

Curriculum

Dixons Trinity Chapeltown values the core knowledge needed to climb the mountain to university: reading, writing and numeracy. These will be at the centre of our curriculum throughout the primary phase, and particularly in Base Camp.

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

- All students have access to a broad, balanced and coherent all through 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 whole curriculum.
- A curriculum which is knowledge rich and focuses on the EBacc and other high value qualifications.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

In order to raise the profile of English 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)**

Dixons Trinity Chapeltown places a high emphasis on reading for pleasure which is why there is also a dedicated time each day to read independently, called DEAR (Drop Everything And Read) sessions.





English

English involves students learning the skills of reading, writing, speaking and listening, spelling and handwriting. Through mastering all these disciplines, students will become confident and literate learners. Through careful planning, teachers ensure students learn how to write a range of different texts, from imaginative stories to factual reports. During their school life at Dixons Trinity Chapeltown, students 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, and value these life skills and strive to improve them.

In EYFS and Base Camp, students learn to read using the Read Write Inc phonics programme. Through this programme, we ensure students become confident and fluent readers by teaching them the sounds that letters make and how to blend these together. Students continue to refine and practice their reading skills in daily Reading Reconsidered lessons in Lower and Middle Peak. This is a whole class approach to teaching students to read and comprehend a text. Reading is more than just comprehending a text; through Reading Reconsidered lessons our students learn to endure the power of reading. Students will read both fiction and non-fiction texts and begin to think more deeply about recurring themes in texts and authorial intent.

In Middle Peak, students continue to have daily Reading Reconsidered lessons which is a whole class approach to teaching students to read and comprehend a text. Reading is more than just comprehending a text, through Reading Reconsidered lessons our students learn to endure the power of reading. Students will read both fiction and non-fiction texts and begin to

think more deeply about recurring themes in texts and authorial intent.

Throughout the primary phase, we use The Write Stuff approach to deliver high quality writing lessons. This approach has a sharp focus on developing sentence structure and introducing students to ambitious vocabulary. As students move through the primary phase into Middle Peak, they are given more autonomy over their writing and learn about structuring more complex text types, such as balanced arguments and persuasive writing. Students will continue to deepen their knowledge of grammar and punctuation and think carefully about how they will use this purposefully in their own writing to affect the reader.

Mathematics

We use a mastery approach to maths teaching. This is a research-driven teaching and learning method that meets the goals of the National Curriculum. We use the White Rose Maths schemes that have number at their heart because we believe confidence with numbers is the first step to competency in the curriculum as a whole. The curriculum puts depth before breadth; we reinforce knowledge again and again. Our curriculum encourages collaboration; students can progress through the schemes as group, supporting each other as they learn. We focus on fluency, reasoning and problem solving; students gain the skills that they need to become competent mathematicians. Throughout the schemes of work, we use a concrete pictorial abstract approach. Research shows that when students are introduced to a new concept, working with concrete physical resources and pictorial representations leads to a better understanding of abstract concepts. Talk is at the centre of the maths curriculum; students learn

to confidently use mathematical vocabulary which supports them to be able to explain and prove their calculations.

Modern foreign languages

Students will be taught French from Y3 upwards. French is a vitally important world language and is the second most widely taught language after English. Effective primary phase language teaching will lay the foundations for successful language learning, focusing on the development of transferable skills, development of cultural awareness and understanding, and on language awareness.

Computing

Our students learn how to communicate ideas with a variety of technologies to prepare them for a successful life in the 21st Century. Students have opportunities to learn about computing systems and networks, creating media, programming and organising data/information. Students are also taught the importance of online safety and digital citizenship.

Music

Music plays a big part in our curriculum. Students take part in performances throughout their time in the primary phase, demonstrating their musical skills. We look forward to showcasing our work to parents in our productions and 'Showcases'.

Personal development studies (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed Personal Development Studies (PDS) around DfE Guidance for Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE). Through personal and social development activities, students learn how to care for themselves, one another and their environment. Throughout the primary phase, students will become confident and develop a positive self-image. Students will be able to model good behaviour when working alone and in small groups. Students will also learn how to understand their feelings.

Science

Science helps students to understand the world in which they live. Students are given opportunities to ask

with a curiosity for the world around them.

Humanities

Through geography lessons, students learn about local, national and global environments, including different communities. History lessons help students to discover their personal history as well as studying events from the past. Humanities also covers Religious Education; all primary students will visit a variety of places of worship during their time in the primary phase. This is in line with the Leeds Syllabus for Religious Education.

Physical education

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.

Art and design

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

All of our subjects encompass the teaching of spiritual, moral, social and cultural education (SMSC). SMSC is at the heart of our curriculum and is central to the development and growth of students as people.

and answer their own scientific questions, carry out experiments and test their ideas. It all begins in EYFS

The Climb

The Climb is one of our distinctive features at Dixons Trinity Chapeltown and it enhances and enriches the academic curriculum. They 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.

Throughout the course of their time at the academy, students will pledge to meet each of the following summits within the climb, which will enable 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.

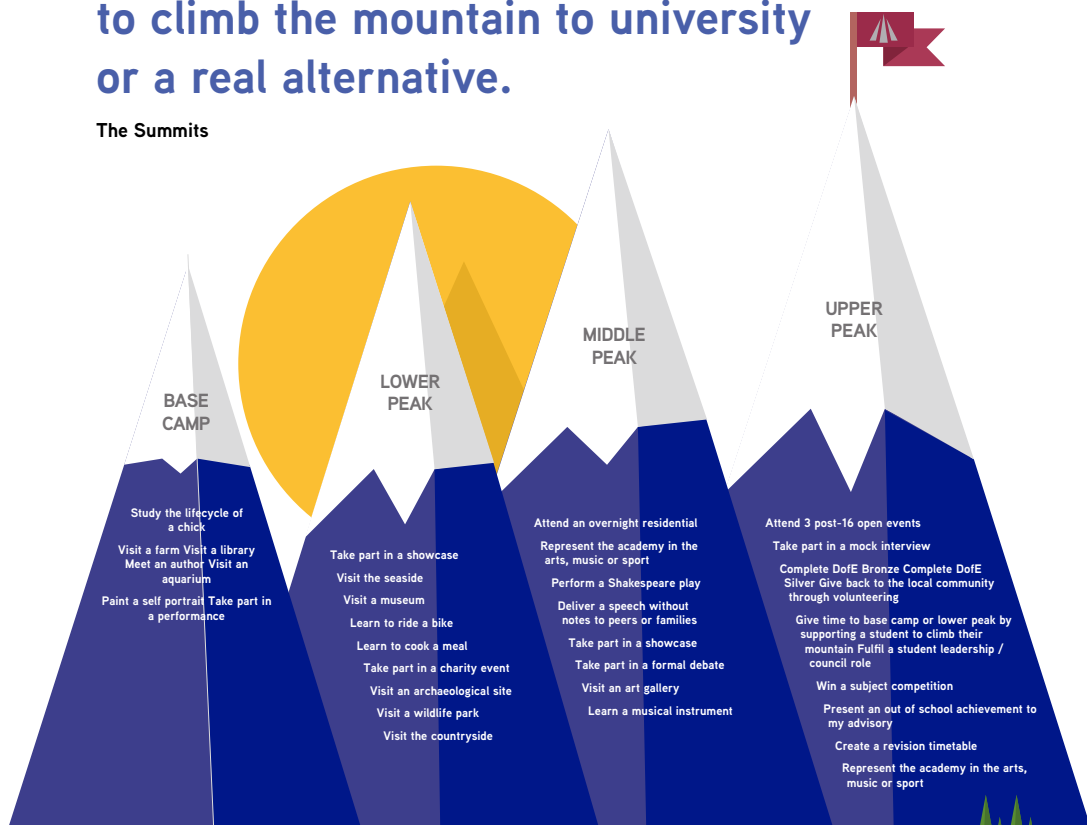
The climb provide students with the opportunity to commit to the wider life of the academy and, therefore, immerse themselves fully in our culture from Reception through to Year 11. They are also important milestones for each child and create valuable experiences which support their learning in other areas.

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.

In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university or a real alternative.

The Summits



A young boy with short, dark, curly hair is smiling and holding up a small drawing. He is wearing a dark blue school uniform jacket with a logo that says "OXFORDS TRINITY CHARTER SCHOOL". In the background, other children are sitting at tables in a classroom setting.

Learning is a lifelong journey in which we all play a crucial part in the development of the whole child

Educational visits (Expeditions)

Throughout the primary phase, there are a wide variety of educational visits for all the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield, including visiting a seaside, a wildlife park and a museum.

Parents will always be given reasonable advance notice of visits. All primary expeditions are compulsory. If a visit takes place within the normal academy day and within a 1 mile radius of the academy, parents will consent to this on the enrolment form, then we will inform parents / carers of the visit by text or in the fortnightly Newsflash.

Homework

The purpose of homework within the primary phase 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

Types of homework

- Students should complete at least 10 minutes DEAR (reading) every night. This is the most important homework a primary child can do in order to be

fluent, efficient and to enjoy their reading.

- Alongside reading, in Y1-Y6, your child will bring home weekly spellings to practise.
- In Y5 and Y6, students are expected to log in to SATs bootcamp and complete the activities set by their class teacher.
- Students in Lower Peak and Middle Peak should engage with Times Tables Rock Stars, an online platform, to build their times tables fluency.

Autonomy

Autonomy is the desire to direct our own lives. This key driver will help ensure we create a warm, strict 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, we nurture students' character by cultivating their learning habits, which are aligned to our values and drivers, and are actively promoted and modelled. To build character, we define the behaviour and habits that we expect our students to demonstrate so that they can thrive in our school and will have the skills to be successful in achieving our mission. Learning habits are the routines, behaviours, and expectations that we challenge students to achieve and support them to develop. We believe that as students practise these behaviours, over time, they will become habits that positively shape how they feel about themselves and how other people perceive them.

We have high expectations and 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 students need support to achieve the Learning Habits, we will work in partnership with families to ensure appropriate support is put in place.



Learning Habit 1: We are on task and engaged

Linked to the value of Hard Work

We are committed to focused learning. Students are expected to work hard without causing distractions for themselves or others. Students are always encouraged and supported to make the right choices and adapt their behaviour.

Learning Habit 2: We are ready to learn

Linked to the value of Trust

Students are expected to demonstrate readiness for learning by arriving punctually for lessons, having all equipment ready (including planners in Middle Peak) and transitioning in a purposeful and sensible manner. Within the classroom, readiness to learn is exhibited through actions such as consistently following instructions first time, every time.

Learning Habit 3: We give a positive response

Linked to the value of Fairness

Students are taught how to respond positively, with excellent manners, as this is essential for their emotional intelligence and social development. This is done through modelling positive behaviour, teaching coping skills for managing emotions, and encouraging problem solving. Students are expected to respond positively to all members of staff and their peers. We understand that mistakes do happen so students are encouraged and supported to make a positive choice, adapt their behaviour, and learn from these mistakes. They are guided to understand the impact of their actions on themselves and on others.

Learning Habit 4: We try hard and persevere

Linked to Mastery

To master any skill, it takes time, effort, and perseverance. We understand that this is something that is not always easy, so we equip our students with the skills to persevere and tackle any challenge, no matter how difficult. Feedback plays a significant role, and we encourage students to take on board feedback so that they can make small steps of progress daily. Through supported self-reflection, our students will develop the skills to identify their areas for development and use a range of strategies to adapt their approach.

Learning Habit 5: We make the right choice

Linked to Autonomy

Students are encouraged to think about what motivates them, make the right choice, and become more self-directed. We will support them to feel empowered to make decisions, take responsibility for their actions

and develop independence. Students demonstrating autonomy will be recognised and be given opportunities to take on age-appropriate responsibilities and tasks that positively contribute to our Academy and community.

Learning Habit 6: We take pride in ourselves and our Academy

Linked to Purpose

We are a team, and we all take pride in ourselves and our Academy. Students will be supported to understand their sense of self-worth, have confidence in their talents and abilities, and feel a sense of belonging. Students will be expected to communicate with kindness, empathy, and mutual respect where we value and accept each other for who we are. They will show their understanding of diversity, equity, and inclusion by appreciating and respecting differences in culture, ethnicity, race, religion, gender, and ability. They will positively contribute to an environment where everyone is welcomed and valued. We use self-determination theory to support our students to understand drive and motivation. We regularly ask them to focus on 2 important questions.

- What is my sentence? A big question to orient our life towards a greater purpose and think about the lasting impression we want to leave on the world.
- Was I better today than yesterday? A small question for day-to-day motivation.

Recognition

We want students to develop the intrinsic value of hard work and feel proud of their achievements. We are committed to recognising good learning habits and students who demonstrate our values and drivers. Focusing on our drivers of mastery, autonomy and purpose supports us to build students' intrinsic motivation.

The table below provides clarity to our approach to supporting students to be intrinsically motivated: we do the right thing because it is the right thing to do.

Mechanism to support intrinsic motivation of students	Description
Appreciations	Students will appreciate each other and members of staff during Family Dining. Two claps after three also recognises students for demonstrating our values.
Verbal recognition	Linked to our learning habits, values and drivers, staff will consistently recognise and positively acknowledge students.
Recognition boards	In each classroom, there will be recognition boards that are used to acknowledge effort towards achieving expectations or behaviour and learning.
Class recognition	Teachers will class cheers to reinforce and acknowledge when students are meeting expectations. At the end of each term, teachers will decide whether their classes have consistently met expectations and organise a small recognition activity to be held on the last day of term.
House Points	From Lower Peak upwards, staff will recognise students who model our learning habits, values, and drivers by awarding house points. House points are recorded in class across the week and shared with the school during Celebration Assembly to provide a sense of belonging and comradery across the Primary phase.
Student of the Week	During our Celebration Assembly, a student from each class who has consistently demonstrated our value or driver of the week (linked to Learning Habits) is chosen to receive a certificate.
Class mascot	Each week, one student will receive the class mascot to recognise a student who has taken a step towards climbing their own mountain that week. This will be shared with the class during Friday Morning Meeting so the students can then stand up and be recognised for this during Friday's Celebration Assembly.
Earned Autonomy	Staff may decide that a student is ready to move to the next Earned Autonomy level. They will be awarded a bronze, silver, gold, or sapphire badge as a visual representation of consistent demonstration of behaviours and level of responsibility.
Notes Home	Any adult in the academy can give a Note Home for demonstrating values / drivers / learning habits
SLT Recognition Postcard Home	These will be issued by members of SLT and posted home to families for students who work extra hard to demonstrate our values. We recognise the journey of the student rather than the end piece of work.
End of Cycle recognition	A whole Primary Phase event will be organised to recognise students for their hard work towards climbing their mountains and demonstrating Learning Habits.

Consequences

We have high expectations of all our students, and we are committed to creating a safe environment. If a student is finding it difficult to meet our Learning Habits, we will provide support to modify behaviour to reduce the impact on fellow students and staff. We are consistent in our approach as outlined below. We use consequences with professional judgment, and the personal circumstances and individual needs of students may mean that we make reasonable adjustments. We will always implement consequences in a calm manner giving take-up time. At stages 1 and 2, students are always given the chance to respond to reminders, adapt behaviour accordingly and reset to stage 1.

Base Camp Consequences	
Stage 1: Lifeguarding	100% Strategies Been Seen Looking Scaffolding for Inclusion PECS and non-verbal Signals Positive framing Take-up time
Stage 2: Verbal Reminder	Verbal reminder, e.g. "This is your verbal reminder, STAR position, thank you." Take-up time
Stage 3: Written Reminder	A written reminder using a clear visual Adults keep a log of written reminders Take up time Use visual reminder to show when behaviour has been corrected
Stage 4: Reflection	If behaviour is not modified after take-up time, students will be given 3 minutes instant Reflection Time. A restorative conversation will be facilitated by the class teacher, Peak Pioneer or Senior Leaders. Behaviour will be logged on Bromcom and families can view this using the MCAS app. Instant Reflection Time: Some behaviours may warrant immediate reflection time (frequent use of unacceptable language, physical altercations)



Lower Peak Consequences	
Stage 1: Lifeguarding	100% Strategies Been Seen Looking Scaffolding for Inclusion PECS and non-verbal Signals Positive framing Take-up time
Stage 2: Verbal Reminder	Verbal reminder, e.g. "This is your verbal reminder, STAR position, thank you." Take-up time
Stage 3: Written Reminder	This is now a written reminder, e.g. "This is your written reminder, STAR position, thank you." Adults keep a log of written reminders and discretely place a visual reminder on the student's desk Take-up time Use visual reminder to show when behaviour has been corrected If unacceptable behaviour continues, students will be informed that they are about to progress to Stage 4. 
Stage 4: Reflection	If behaviour is not modified after take-up time, students will be given a 5-minute Reflection Time. This will take place at playtime or lunchtime. A restorative conversation will be facilitated during the reflection by the class teacher, Peak Pioneer or Senior Leaders. Behaviour will be logged on Bromcom and families can view this using the MCAS app. Instant Reflection: Some behaviours may warrant immediate reflection time (repeated and intentional use of inappropriate language, physical altercations, negative behaviour toward staff and peers).

Middle Peak Consequences	
Stage 1: Lifeguarding	100% Strategies Been Seen Looking Scaffolding for Inclusion PECS and non-verbal Signals Positive framing Take-up time
Stage 2: Verbal Reminder	Verbal reminder, e.g. "This is your reminder, STAR position." Take-up time
Stage 3: Written Reminder	Verbal reminder, e.g. "This is your reminder, STAR position." Take-up time This is now a written reminder, e.g. "This is your written reminder, STAR position, thank you." Adults keep a log of written reminders and discretely place a visual reminder on the student's desk Take-up time Use visual or non-verbal reminder to show when behaviour has been corrected. If unacceptable behaviour continues, students will be informed that they are about to progress to Stage 4. 
Stage 4: Reflection	If students have not modified behaviour after take-up time, they will be informed of a 15-minute Reflection at playtime or lunchtime with Peak Pioneers or SLT A restorative conversation will be facilitated during the reflection with Peak Pioneers or Senior Leaders. Behaviour will be logged on Bromcom and families can view this using the MCAS app. Instant Stage 4 Reflection: Some behaviours may warrant immediate progression to Stage 4 Reflection (use of inappropriate language, physical altercations, negative behaviour toward staff and peers).

For more serious incidents Senior Leaders may consider the use of:

- Extended Reflections
- Reduced timetables
- Suspension
- Directing the student to an alternative provision / managed move
- Exclusion

Red Line

Senior Leaders will be responsible for determining whether a student has crossed the 'red line,' which may encompass behaviours such as undermining staff, unkindness to others or persistently not following our learning habits.

Red Lines may also be issued for more serious incidents such as:

- Defiance
- Serious physical altercations
- Harassment
- Bullying
- Homophobic or Transphobic comments or behaviour
- Racism
- Dangerous behaviour (including bringing illegal items into the academy)

When the 'red line' has been crossed, a member of SLT will take the student out of the situation. The student will spend a period working in an alternative space. This will be an opportunity to self-regulate before an incident escalates into something more serious. The student will spend the time in 'red line' completing set work, a reflection document and will receive a mentoring session by their Peak Pioneer or SLT link to support restoration. The length of a 'red line' is determined by SLT, related to the severity of the incident and how many red lines the student has had previously.

Suspension

The decision to issue a suspension (Fixed term Exclusion) is only taken by the Head of Primary where behaviour is deemed severe. Students may be excluded if they demonstrate persistent poor behaviour or if they jeopardise the safety and security of anyone in the academy.

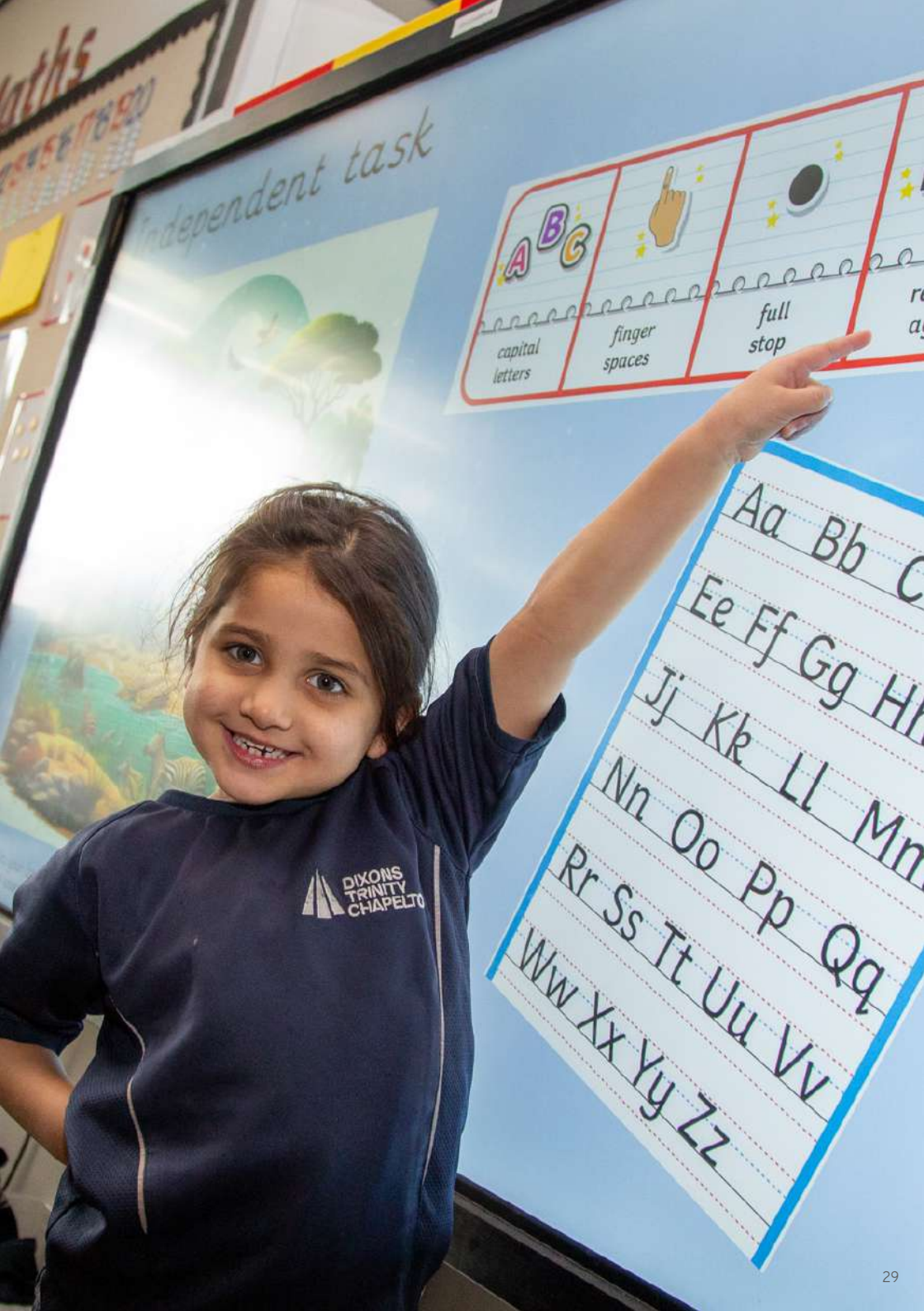
Reintegration

Following a suspension or Red Line families will be asked to take part in a reintegration meeting. Expectations for behaviour will be re-clarified and systems put in place to support the student to make a successful return to school. All reintegration meetings will have minutes taken. This supportive three-way conversation between families, students and the academy will aim to discuss the incident and agree targets to ensure students move forwards with climbing their mountains.

Communication with Parents

Where student behaviour is persistent, we will work with families and the student to put support in place, which may involve creating individualised strategies to help the student get back on track. Meetings with families will be used to address ongoing concerns, highlight where things are going well and try to identify solutions to problems that are occurring. Any behaviour that is persistent would be treated very seriously and consequences could be escalated as a result. It is our hope that by putting consequences in place after one incident, we avoid any behaviours becoming persistent.

1st/2nd Reflection of the week	This will be communicated to families by the Class Teacher. This will be at pick-up or by phone and via a note in the student's planner. The purpose of this is to ensure that there are strong home school links and effective communication.
3rd Reflection of the week	Class Teacher will contact families to arrange a meeting to discuss the incidents which resulted in reflections. This is so that we can work together to stop behaviours escalating and becoming persistent.
4th Reflection	A member of the Middle Leadership Team (Peak Pioneer) will contact families to discuss the incidents which resulted in reflections. This is so that we can work together to stop behaviours escalating and becoming persistent.
5th Reflection	A member of the Middle Leadership Team (Peak Pioneer) will arrange a meeting in school for families to attend to discuss behaviour concerns and ensure that further strategies are put in place to support students to modify behaviour.
7 Reflections across a Term	A member of the Senior Leadership Team (SLT link) will arrange a meeting in school for families to attend to discuss behaviour concerns and ensure that further strategies are put in place to support students to modify behaviour.
Red Line	A re-integration meeting with families will be arranged with the Head of Primary or Primary Vice Principal. The use of this consequence should be rare as it is viewed as very serious.



Independent task

A B C

capital
letters



finger
spaces



full
stop

Aa Bb Cc
Ee Ff Gg Hh
Ii Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz

DIXONS
TRINITY
CHAPELTON



Earned Autonomy

Autonomy is earned and can be quite a tricky concept for primary students to truly understand; we use 'Earned Autonomy' to support Lower and Middle Peak students to understand how they can earn independence as they move through the academy.

When students demonstrate role model behaviours alongside our learning habits, they earn autonomy and are trusted to do tasks independently. We call this 'Earned Autonomy'. We have broken down these behaviours into stages called: bronze, silver, gold and sapphire. When a student consistently demonstrates these behaviours, they will be recognised by achieving that level (a badge to symbolize the level) and in return earn more autonomy around the Academy. The badge acts a visual reminder for our students, demonstrating that it is cool to be smart, it is cool to work hard and encourage them to strive to earn autonomy.

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

Students who display these values are recognised through verbal recognition 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, parents are warmly invited to these assemblies.

We have high expectations and accept no excuses. Whilst sometimes this may be challenging, we expect our students to live by our values 100% of the time. If they do this, their hard work will be recognised.

House system

Each student will be assigned to a house as they move

into Lower Peak (Year 2) and will remain in the same house throughout the duration of their time at Dixons Trinity Chapeltown. The school tie 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). During the primary phase, students will take part in inter-house competitions and events. The house system provides students with a sense of tradition, provides leadership opportunities and an increased feeling of identity, self-esteem and belonging.

'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 students to chat with each other.

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 provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are finding it challenging to reach 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 have a physical disability, dyslexia, dyspraxia, have learning or social and emotional difficulties, or for students who need extra advice and support in order to make accelerated progress.



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

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 (e.g. due to 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 8.40am, 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.

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, a leave of absence form must be completed. This can be requested from Reception.

Dropping off and collecting students

Students attending breakfast club need to arrive between 8am and 8.15am. Please note that our breakfast club doors close at 8.15am. If you arrive after this time, you will need to wait with your child until they can access their classroom, from 8.30am. For students not attending breakfast club, the gates will open at 8.30am and close at 8.40am. Dropping your child off at 8.30am will support them to complete reading quizzes prior to the school day and any interventions to set them up for the academy day. Collection is at 3.20pm and will be from classroom doors (EYFS to Y2) or the Primary Playground (Y3 to Y6).

For our Reception students, the academy is legally obliged to obtain written confirmation of the names of all adults who will collect students 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, students in Base Camp and Lower Peak must be collected by an adult, and if they are being collected by a sibling.

They must be over 14 years old and parents / carers must request this, provide signed consent. All students must be collected at the correct time.



students in Base Camp and Lower Peak must be collected by an adult, they will not be permitted to leave with someone who is under 16.

Leave of absence

Holidays during term time are no longer permitted as they can seriously hinder academic progress and attainment. If there is an emergency situation, you would need to book a meeting with the Principal to discuss any prolonged absence. Any extended absence from the academy will be counted as unauthorised and can lead to a fixed penalty notice from the Local Authority. In order to avoid personal opinion and to ensure complete fairness for all, we refer all planned leave of absence to the authority. 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

The academy community does grant the statutory leave of absence of up to two 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.

Appointments

Parents have a duty to ensure their child of compulsory school age receives suitable full time education. Parents should 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.

Illnesses during school time

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, you will be notified. If you would like more information, details of any incidents will be kept in the accident book.

Existing conditions

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

Academy uniform

Our academy has a uniform that all students are expected to wear. There is an emphasis on being clean, tidy and presentable. All uniform needs to be clearly labelled with the student's full name. We encourage students to take responsibility for their own uniform; Dixons staff cannot take responsibility for lost uniform. Lost property will be returned if named and, if not, kept in the Mountain Rescue department.

Compulsory Uniform

- Slate grey trousers / shorts / skirt / pinafore
- White collared shirt / blouse (plain with no detail)
- Academy jumper / cardigan
- Slate grey / black / navy socks
- Black / slate grey tights
- Plain black shoes
- Plain and natural hair
- Plain colour co-ordinated hair accessory
- Dixons Trinity Chapeltown school bag
- School / house tie

PE Kit

- Academy shorts
- Academy tracksuit bottoms
- Academy PE top
- Academy fleece
- Plain black pumps / appropriate sports trainers

In our achievement-oriented culture, it is cool to be smart, and all students work hard to climb the mountain to university or a real alternative.

You will receive information about PE days during the first weeks of school. Students should come into school wearing their PE kit on their designated PE day.

Students will also need a warm, waterproof coat in wintery weather.

Shoes

- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Patent leather is permitted. Only plain black trainers with no coloured logos are acceptable.
- Plain boots are permitted in winter but must be entirely black and flat with no additional design as above e.g. no fur, patterns, gems.

Hair

- Hair must look smart. There should be no patterns or lines shaved into it. Any hair dye or colour must be natural hair colours.
- Long hair must be tied hair back for health and safety reasons. Hair bands / bobbles should be plain black or navy. Beads are permitted as long as they are black, navy or clear.

No jewellery is permitted other than one plain watch.

We welcome your cooperation in maintaining the smart and professional appearance of the academy students.





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.

In 'Family Dining', students learn how to set the table, serve one another and socialise politely in the academy dining room. Students eat delicious and nutritious 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. Students 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 students to chat with each other.

Free school meals

All students in EYFS, Year 1 and Year 2 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 students 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 student's learning, so please check your entitlement.

Snacks

Students will be provided with a healthy snack during the morning and afternoon. Please inform us if your child has any allergies. Water will be available to all students should they need it during the day and students need to bring a named water bottle into school.

Cashless catering / ParentPay

ParentPay is an online payment system for schools. It's simple, safe and convenient and your child no longer needs to carry cash into school. 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.

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 Parent Feedback Meetings. We have up to two Parent Feedback Meetings every year.

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 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: letters are regularly sent home with the children. If there is a reply slip, please can you ensure this is returned within 48 hours. Whole school letters are also posted on the academy website, as well as being issued to students to take home.

End of day: your child's teacher is available for brief updates at the end of the school day. They will ensure that they communicate with you about anything of importance that has happened during each day.

Contact / drop-in surgery

Whilst we endeavour to respond to any queries or enquiries as soon as possible, the academy does operate a 48 hour response policy. In addition a member of the Senior Leadership Team will be available to discuss any issue regarding your child during set times. If you would like to arrange an appointment with a member of the Senior Leadership Team please speak to one of our administrators located in Reception.

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 to Mountain Rescue. If a student loses any item he / she should ask in Mountain Rescue if it has been found. Please, in order for primary students to take responsibility for their own uniform and belongings, ensure that all of your child's clothing and personal belongings are clearly named.





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.

Medical

Illness 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 send you a text message or call you. You will also receive a head bump note, which your child will bring home. If you would like more information, details of any incidents will be kept in the accident book.

Existing conditions

If your child has been diagnosed with an allergy or medical condition, please complete the medical form in

your welcome pack. Please let us know of any major illnesses or conditions suffered by your child (e.g. allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

Medicines

We have a number of first aiders on site who are qualified and able to administer some medication. To ensure all 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 from 7.30am) in the morning.
- The ‘Prescribed medication consent’ 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

Personal money

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

School travel plan

Given the locality of the families we serve, children are encouraged, where possible, to walk or cycle to school. Bike racks are available for students to store their bikes. Students should enter, and exit, the school through the main entrance situated on Leopold Street. Please respect all parking regulations, and staff who are managing traffic, on Leopold Street. We are taking steps and measures to make the road safer and respectfully ask you to assist us by not illegally parking and being considerate of the neighbourhood surrounding the school. Please do not double park across the road or block any driveway.



The academy ensured that all students succeeded at university, or a real alternative, thrived in a top job and had a great life.

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. When dropping students off or picking them up in the afternoon, please be respectful of the community and ensure you park safely and sensibly. This includes not parking on the yellow lines or double parking and therefore blocking in residents or other families.

Causes for concern

1. Any parent who has any concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
2. All such instances will be recorded.
3. Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation.
4. Parents will be kept fully informed of the situation and the final outcome.

Please note:

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

Leaving the academy

If, for any reason, you have to withdraw your child from the academy, we require the information in writing to the Head of Primary 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 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 set challenging targets for student to aspire to and review them regularly
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we provide reading books to inspire a love of reading
- we contact home if there are concerns about students' behaviour, progress or attendance
- we provide a wide variety of expeditions

Parents / Carers will ensure that:

- your child attends every day, on time at 8.45am, unless they are ill. If your child is ill, you ring the school between 7.30am and 8.30am to report your child's absence
- your child does not take extended family trips or holidays during term-time

- you support the academy's policies and regulations on behaviour and uniform including providing a PE kit
- 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 read with your child every day
- your child takes part in Family Dining
- you support your child in participating in extra-curricular activities
- you ensure your child takes part in all expeditions
- you attend all parent feedback meetings
- you provide medical evidence / documentation where appropriate
- your contact details are up-to-date and you let reception know if your contact details change
- you pay for the replacement of any books or equipment your child loses or damages

Students will ensure that they:

- work hard and expect to learn in every lesson and around the academy
- attend regularly, arrive on time and wear the correct uniform
- behave responsibly both at the academy and travelling to and from the academy
- read every evening and complete any tasks set to the highest standard
- treat all adults and students with respect
- be polite at all times
- 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
- take an active part in the academy life by pledging to meet the 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:

We can support you

We can support you







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