

Family Handbook

2023-2024



AN INTRODUCTION TO DIXONS CITY ACADEMY AND ITS WORKING PROCEDURES

Our Purpose is Excellence.

**We are driven by
Respect, Integrity, and Determination.**

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1 Introduction

Our Vision

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

I am delighted to welcome your child to be part of our diverse community. I know that choosing the right secondary school for your child is a huge decision. In choosing DCA, you have put enormous faith and trust in us for your child's education and wellbeing. As a school we will work tirelessly to ensure that your child achieves the best that they are capable of.

Dixons City Academy is a well-established high performing school. We expect a lot of our staff as educators, and we expect a lot from our students and our families. We acknowledge that being the best version of ourselves is not easy and we work incredibly hard every day to make sure that we continue to improve. We ask that every student follows three simple rules that will help them achieve success:

1. Work hard.
2. Follow instructions first time.
3. Be kind.

It is not only your child who is joining our school community, we see you and your wider family as extended members of our community too. We expect all families to work in partnership with us to support your child's education. This means that you will ensure that your child arrives at school every day at least three minutes before their allocated start time, in the correct uniform, and with all the equipment that they need. We also expect your full support in attending family meetings and consultation evenings.

Your child will have a 100% Book detailing the powerful knowledge that they need to learn to be successful in each subject. They should spend a minimum of one hour per evening revising. As families your support is essential for your child's learning. Please test them on the topics they have studied each day and each evening to support their acquisition of knowledge in their long-term memory. Research shows the more you test your child on a topic, the more they are likely to learn it. Please remember to test them on their learning.

We also know that for your child to achieve their potential they need to leave DCA with a wide vocabulary. Reading is the best way to support this. Therefore, it is essential that they spend at least twenty minutes each evening reading. Please ensure that there are a wide range of books at home and that you read with and to your child.

I look forward to working closely with you and your child over the next five years of their education and to help them achieve excellence.

Raouf Mohammed

Principal

Our Vision and Values

Vision

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

Values

Our purpose is excellence at DCA and we live our PRIDE values in our actions.

VALUE	Artefact – what actions you will see from students and staff at DCA
PURPOSE	We will change our world for the better. We are on time and we always work hard.
RESPECT	We treat others in our diverse community as we wish to be treated. We always follow instructions: first time, every time.
INTEGRITY	We do the right thing because it is the right thing to do (especially when no one is watching). We are kind to everyone.
DETERMINATION	Mistakes are learning opportunities. We never give up on our learning because when we work hard, we achieve amazing results.
EXCELLENCE	Success is a journey not a destination. We focus on controlling the controllables and being the best versions of ourselves.

Key Staff

Mr N Miley	Executive Principal
Mr R Mohammed	Principal
Mrs J Orton	Senior Vice Principal
Mr C Bell	Associate Vice Principal & Designated Safeguarding Lead
Ms A Zafar	Operations and Business Manager
Mrs L Hall	Assistant Principal
Mrs K McAvan	Assistant Principal
Mrs R Crompton	Assistant Principal
Mr V Holdsworth	Assistant Principal
Mr J Sparks	Assistant Principal
Mr J Yale	Assistant Principal
Mrs S Foltier	SENDCo
Ms C Mallet	Senior Pastoral Manager & Deputy Designated Safeguarding Lead
Mrs S Mason	Head of Year 7
Miss Z Panayioti	Head of Year 8
Mr Q Mohammed	Head of Year 9
Mr R Jones	Head of Year 10 & Deputy Designated Safeguarding Lead
Mr C Thacker	Head of Year 11
Miss K Morley	School Counsellor
Miss L Fletcher	PA to the Principal
Miss S Mann	Attendance Officer

School Contact Information

Dixons City Academy
Ripley Street
Bradford
BD5 7RR

Telephone number : 01274 776777
Select option 0 to speak to Reception
Select option 1 to report a Student absence

E-mail: info@dixonsca.com

Website: www.dixonsca.com

The Academy Day

MONDAY, TUESDAY, WEDNESDAY

8.15am	Latest students can arrive through reception door
8.15 – 8.18am	Students transition with all their equipment to their morning meeting areas
8.18 – 8.47am	Y7 – 10 Morning meeting, Morning Mastery, Cultural Capital Studies
8.50 – 9.45am	Lesson 1
9.45 – 10.40am	Lesson 2
10.40 – 11:00am	Morning Break (20mins)
11:00 – 11:55am	Lesson 3
11:55 – 12:50pm	Lesson 4
12:50 – 1:20pm	Lunch (30mins) Year 7 / 9 / 11
12:50 – 1:20pm	Robust Reading Year 8 / 10
1:20 – 1:50pm	Lunch (30mins) Year 8 / 10
1:20 – 1:50pm	Robust Reading Year 7 / 9, Study Prep / Intervention Year 11
1.50 – 2.45pm	Lesson 5
2.45 – 3.40pm	Lesson 6

THURSDAY

8.15am	Latest students can arrive through reception door
8.15 – 8.18am	Students transition with all their equipment to their morning meeting areas
8.18 – 8.47am	Assembly in morning meeting areas for Year 7 – 10, Morning Mastery, Cultural Capital Studies
8.50 – 9.45am	Lesson 1
9.45 – 10.40am	Lesson 2
10.40 – 11:00am	Morning Break (20mins)
11:00 – 11:55am	Lesson 3
11:55 – 12:50pm	Lesson 4
12:50 – 1:20pm	Lunch (30mins) Year 7 / 9 / 11
12:50 – 1:20pm	Robust Reading Year 8 / 10
1:20 – 1:50pm	Lunch (30mins) Year 8 / 10
1:20 – 1:50pm	Robust Reading Year 7 / 9
1.50 – 3.00pm	Personal Development Studies (PDS) Careers & Guidance (C&G)

FRIDAY

8.15am	Latest students can arrive through reception door
8.15 – 8.18am	Students transition with all their equipment to their morning meeting areas
8.18 – 8.47am	Y7 – 10 Morning meeting, Morning Mastery, Cultural Capital Studies
8.50 – 9.45am	Lesson 1
9.45 – 10.40am	Lesson 2
10.40 – 11:00am	Morning Break (20mins)
11:00 – 11:55am	Lesson 3
11:55 – 12:50pm	Lesson 4
12:50 – 1:20pm	Lunch (30mins) Year 7 / 9 / 11
12:50 – 1:20pm	Robust Reading Year 8 / 10
1:20 – 1:50pm	Lunch (30mins) Year 8 / 10
1:20 – 1:50pm	Robust Reading Year 7 / 9, Study Prep / Intervention Year 11
1.50 – 2.45pm	Lesson 5

Morning Meetings

What is the purpose of the morning meetings?

- To provide you with quality time to revise and develop essential study skills.
- To develop your vocabulary through academic word acquisition.
- To enhance your powerful knowledge and support your progress.
- To provide you with an opportunity to practise your oracy skills.
- To ensure you receive key information about school expectations.
- To provide you with an opportunity to practise self-control.

What are the expectations in morning meetings?

- Students must be seated and ready to learn in morning meeting areas by 8.18am.
- Students must bring all their equipment for lesson 1 and lesson 2 to the morning meeting, as well as their relevant 100% book.
- Students will sit in their assigned seating plan.
- Students will demonstrate respect, track the speaker and be active listeners.
- Students will demonstrate pride in their work.
- Students will show determination and a growth mindset in every task given.
- Students will transition in single file and silence to P1.

Each afternoon your form tutor will quality assure your Look, Cover, Write, Check book and give feedback to you.

Year group	Location	Start time
7	Sports Hall	8.18am
8	Sports Hall	8.18am
9	Canteen	8.18am
10	Mall	8.18am
11	Theatre	8.18am

Robust Reading

We are passionate that all students at Dixons City Academy are fluent readers who love reading. That is why every student in Year 7 to 10 has a 20 minute Robust Reading session every day. In Robust Reading students spend time reading a quality, challenging book, which their tutor reads aloud to the group. The vision for Robust Reading is to ensure that every student reads high quality and challenging texts, so they are instilled with the knowledge to think critically and creatively. We also want our students to enjoy reading and become confident readers who read both at school and at home. The books range from classic Victorian novels to modern dystopian thrillers.

The three Key Aims of Robust Reading

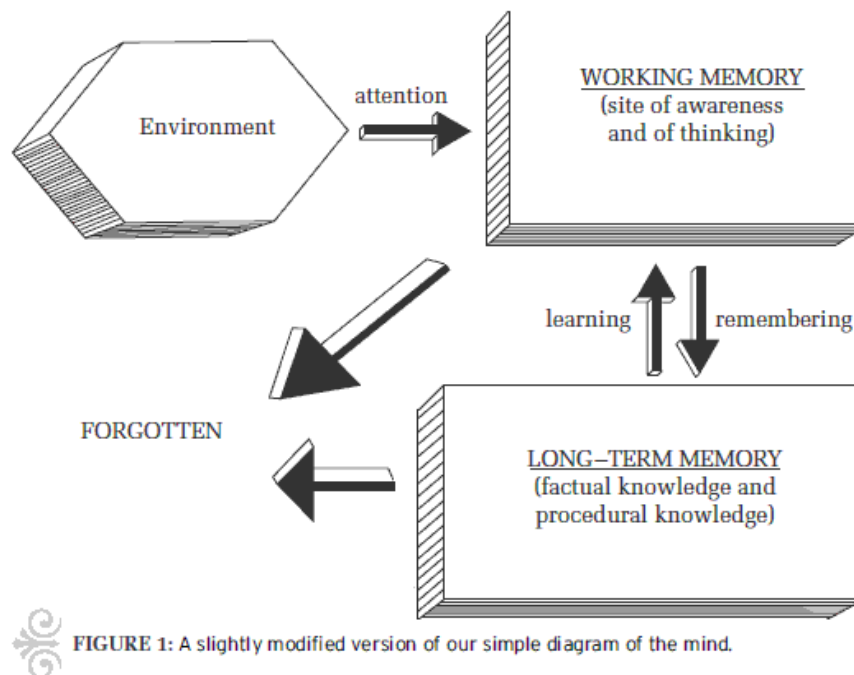
- Better Readers - increase student's reading ability, fluency, and vocabulary through the "whole word method."
- Better People – research suggests that when you read about an experience you feel it as if it happened to you, not just the character you are reading about; in Robust Reading students read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

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

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

Look / Cover / Write / Check

At DCA we use the process of Look / Cover / Write / Check to support learning. It is essential that when students are learning through Look / Cover / Write / Check they are working in a silent environment free from distractions so they can focus their attention on what they are learning. If they can do this they will get the information they are learning into their working memory and if it goes into their working memory enough times it will be in the long term memory. Only when information / knowledge is in your long term memory have you actually learned it.

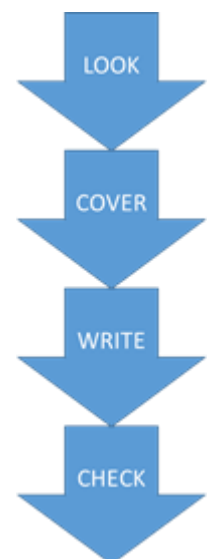






Students work in Silent Independent Mode

1. Students read up to four chunks of information from their 100% Book.
2. They cover it with their planner / pencil case / book.
3. They try to write it down accurately from memory (integrity).
4. They check against their 100% Book and correct errors and fill gaps in green pen.
5. Repeat until they are able to write the information down accurately.

The Process

- Look at the first bullet point or sentence.
- Read through it three to five times.
- Cover with your planner.
- Write it out exactly as it was in your 100% Book.
- Remove your planner and pick up your green pen.
- Check what you wrote and tick if correct.
- Make corrections in green pen so it is exactly as in your 100% Book.
- **Repeat.**
- When you get it 100% right, move on to the next chunk of information.

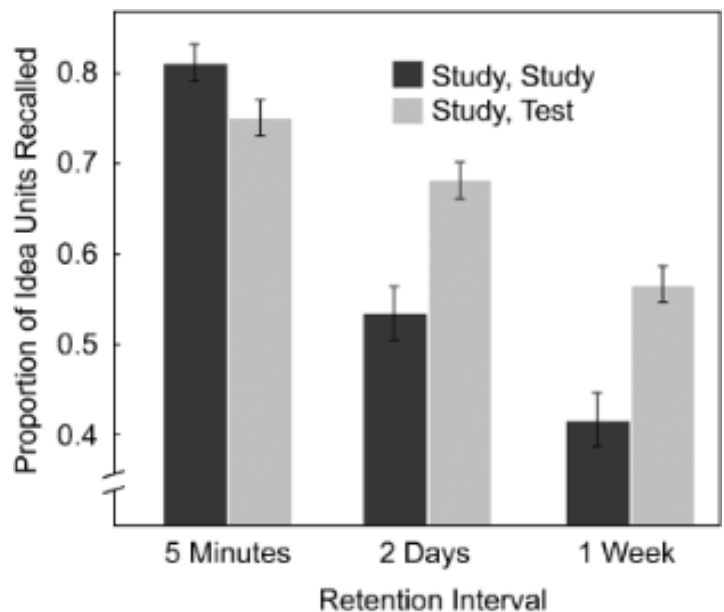


Look 	Cover 
<p>A. How did the voting system work in 1800?</p> <p>The voting system today</p> <ul style="list-style-type: none"> • Everyone over 18 can vote • Voting is secret - no one can see how you vote • All areas have an MP, based on how many people live there - called a constituency • Each of the 651 constituencies sends one MP to Parliament • General elections are held every 5 years • MPs are paid a salary 	<p>A. How did the voting system work in 1800?</p> <p>The voting system today</p> 
<p>Write </p> <p>Everyone over 18 can vote</p> <ul style="list-style-type: none"> • Voting is secret - no one can see how you vote • • Each of the 651 constituencies sends one MP to Parliament • General elections are held every 5 years • MPs are paid a salary <p>The voting system in 1800</p>	<p>Check ✓ ✗</p> <p>Everyone over 18 can vote</p> <ul style="list-style-type: none"> • Voting is secret - no one can see how you vote • All areas have an MP, based on how many people live there - called a constituency • Each of the 651 constituencies sends one MP to Parliament • General elections are held every 5 years • MPs are paid a salary <p>The voting system in 1800</p> <p>(make corrections in green pen)</p> <p>and repeat</p>

The Testing Effect

Once your child has completed look cover write check please test them on what they have learned. You can support your child to remember 50% more of what they have studied if you test them after they have revised.

This chart shows that you remember information better after a week if you study it and then are tested on it, rather than just studying it twice.



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2 Learning

Curriculum in Year 7 & 8

The start of secondary school 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 GCSE choices, which will be made in Year 8. Our curriculum is designed so that students can master the basics as well as offering flexibility so that teachers can tailor their teaching to students' needs and aspirations.

Subject	Number of lessons per week
English	4
Mathematics	5
Science	4
Art	1
Design Technology	2
History	1.5
Geography	1.5
ICT	1
Spanish	2
Music	1
Drama	1
PE	2
Personal Development Studies	1.5
Religious Education	1
Total	28.5

Numbers shown are for Year 7, there may be some slight adjustments in Year 8. The guided choices process takes place in Year 8 where students are supported to choose their options for Year 9. We operate a 28.5 lesson week, incorporating 55-minute lessons. There are six lessons per day Monday to Wednesday and five lessons on Thursday and Friday. All students will have a 20-minute morning break and a 30-minute lunchtime. There are a wide variety of enrichment activities that take place after school on most nights.

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. All the statutory content for the Relationships and Sex Education (RSE) and Health Education, Citizenship and Careers is covered through the explicitly designed Personal Development Studies Curriculum.

We consult widely, with families, about our curriculum offering. Should you have any further queries please do not hesitate to contact your child's Head of Year, in the first instance.

Relationships and Sex Education (RSE) and Health Education

This is covered during Science and Personal Development Studies (PDS) lessons. Outside speakers come into the Academy to talk about diet, hygiene and exercise. Reproduction is taught in Science lessons as part of the National Curriculum. RSE and Health Education is taught by form tutors during PDS.

Current Attainment and Progress

Students are set aspirational targets at the beginning of Year 7 based on KS2 prior attainment. End of cycle assessments are reported twice a year. The final end of year assessment is based on what students have learnt from the start of the key stage. Please see the Academy website for more information about assessment in Year 7 and 8.

Educational Visits & Outdoor Education

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

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

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

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

Modern Foreign Languages (Spanish)

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

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study, particularly as several Bradford primary schools are offering French. The aim of the Primary Languages Initiative is 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 Language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

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

Library

In the Library, you are able to select from a wide range of books so that you can read for pleasure and also enrich your knowledge and understanding of different subjects and topics. Reading for just 20 minutes a day can make a big difference to your educational success and well-being and, with around 18,000 items in the library, there are lots of books for you to discover, learn and enjoy. The Librarian and Literacy Tutor can help you to select a book that you will love. The library also contains textbooks, educational magazines, and newspapers.

The Librarian and Literacy Tutor supports whole school literacy initiatives and, in particular, reading for pleasure. The library holds author visits and activities throughout the school year and promotes the Academy's writing competitions as well as national writing competitions too.

There are IT facilities available in the library that can be used before morning meetings, break times or during lunch periods. If you would like to use a computer at lunch or after school, it needs to be booked at break time. You will have access to a range of online resources via the Academy website so you can find the information that you need, when you need it. Any books that are damaged or not returned by students will be charged to families via the online payment system. The £30.00 deposit will be used at the end of Year 11 if books are still not returned. If you would like a book that is not yet available in the library, a request to order it should be made to the Literacy Lead. Library stock is replenished regularly so that students can access recently published books.

Home learning

Each student has a 100% Book with the powerful knowledge for each subject. There is never a case of no home learning at DCA. Students are expected to revise or complete home learning for a least one hour per evening.

All students in the Academy are given home learning in appropriate subjects every week, sometimes on more than one occasion. In order that students are not overloaded on any particular night, a home learning timetable is issued by the Form Tutor at the beginning of the year and displayed on the website. Three or four home learning activities will be set each day.

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

There is a wide variety of home learning; not all will be written. For example, some may be reading or research. Some home learning may consist of long-term projects set over a period of weeks. Families can support their child to complete their home learning by looking through their planner on a daily basis, ensuring work is completed to the best possible standard and handed in by the set deadline.

Student Planner

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

Items required for the Academy

Students are expected to bring the following to school:

Daily

A pencil case containing:

- 2 black pens
- 2 green pens
- Pencils
- Pencil Sharpener
- Pair of Compasses
- Protractor
- Ruler
- Rubber
- Glue stick
- Calculator (see below)

Also required daily:

- 100% book
- Face covering (to be kept in locker)
- Mini white board
- White board pen and cloth or rubber

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

Art and Design

- 1 x A4 Spiral-bound sketchpad of good quality cartridge paper

An Art pack including the above item along with pencils, water – colour paints, coloured pencils and nylon brushes can be purchased through the Art Department for £8.00.

Mathematics

Students require a scientific calculator. We recommend a Casio fx-83GTX.

Calculators are available to purchase from Student Reception for £10. This amount will be debited from the online payment system.

The following are **optional** items which may be of use to students in certain lessons.

IT

- Personal Headphones

Design Technology

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

Forgotten Equipment

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

Extra-Curricular Activities

The library is open to students after school up until 4.45pm Monday to Wednesday, 4.15pm Thursday's and 4.00pm Friday's. There are also a wide range of extra-curricular activities available to students after school. A timetable of activities is shared with students, and they are responsible for informing their families they are attending any extra-curricular activities and provide details of finishing times.

3 Ethos

Home – School Contract

A separate copy of the Home School Contract will be provided that must be signed by families, students and the Principal. A copy will be kept in the student file and one copy will be returned home for your records.

At Dixons City Academy, our purpose is excellence. We focus on being the best version of ourselves to change our world for the better.

We will consistently be in the top 1% of schools nationally.

A successful education depends on an active three-way partnership between the student, the student's family and the Academy. Everyone has both rights and responsibilities.

Dixons City Academy will ensure that we provide:

- A safe, secure and well-disciplined working environment where students can be the best version of themselves.
- A broad and balanced education.
- An explicit curriculum, expertly delivered.
- Regular home learning.
- Challenging targets which are regularly reviewed.
- A form tutor to monitor the student's well-being and overall progress, including supervision of the Student Planner.
- Bespoke support for any individual needs the student may have.

- Twice yearly information about individual attainment and two consultation evenings across the year (more for underperforming students).
- A wide variety of extra-curricular activities.
- A variety of external visits including overnight stays.
- A prompt response to any communication from families.
- Information to families, as soon as possible, regarding concerns about attendance, behaviour or academic progress.
- A positive behaviour policy (PRIDE) that supports high standards of behaviour and appearance.
- Committed, student-centred staff.

As families we will ensure that:

- ☐ Our child attends the Academy on time, every day during term-time, unless they are very ill.
- ☐ The Academy is informed promptly about any absences.
- ☐ Where possible, all appointments are made outside of the school day.
- ☐ Extended family trips or holidays are not taken during term-time.
- ☐ The Academy is informed of any concerns that may affect our child's progress or behaviour.
- ☐ Home learning is completed on time and to the highest standard.
- ☐ The Academy Dress Code is complied with.
- ☐ The Student Planner is checked and signed each week (this is vital).
- ☐ We attend Consultation Evenings and any special appointments as requested.
- ☐ Our child has all equipment needed for every lesson, including a full pensil case and equipment needed for specialist subjects e.g. art, and that the Academy is reimbursed for any lost or damaged equipment.
- ☐ The policies of the Academy (available on the internet and by request) are supported fully.
- ☐ Our child will participate in extra-curricular activities, work experience, trips and in particular the compulsory Residentials, where applicable e.g. Year 8 Camp.
- ☐ The Academy discipline procedures are supported. Our child will attend same-day corrections and their mobile phone will be turned off and in their bag (unless making one parental phone call by the silver tables at the end of the day). We support the confiscation of mobile phones where necessary.
- ☐ Our child attends any interventions as requested.

As a student I will ensure that I:

- Come to the Academy on every day of each term unless I am very ill (98% target).
- Am on time for registration and all lessons.
- Wear the correct uniform (see Dress Code).
- Take all the books and equipment, including Student Planner and 100% book(s), to lessons.
- Work hard, following instructions, and be kind at all times.
- Use the Student Planner to record home learning and targets and ensure there is no graffiti.
- Behave responsibly both at the Academy and when travelling to and from the Academy.
- Help to keep the Academy a clean, safe and pleasant place to learn.
- Treat everyone in the Academy with respect and support other students to learn.
- Take an active part in the Academy life including clubs, teams, trips, in particular the compulsory residentials, and work experience.
- Never bring anything dangerous or illegal into the Academy.

- Conduct myself in a self-disciplined way, always showing good manners, and honesty and never undermine the safety or happiness of others.
- Give letters and information from the Academy to my family and return the replies promptly.
- Use *all* of the Academy facilities, including ICT, in a responsible, respectful and considerate manner.
- Obey the Academy PRIDE rules in and out of the classroom.
- Attend compulsory Home Learning Club or any other interventions (as necessary) if my progress is unsatisfactory.
- Cooperate with and attend all corrections.
- Keep my mobile phone switched off and locked away at all times in the Academy.
- Follow instructions, work hard and be kind.

Our purpose is excellence at DCA and we live our PRIDE values in our actions

Value	Artefact – what actions you will see from students and staff at DCA.
Purpose	We will change our world for the better. We are on time and we always work hard.
Respect	We treat others in our diverse community as we wish to be treated. We always follow instructions: first time, every time.
Integrity	We do the right thing because it is the right thing to do (especially when no one is watching). We are kind to everyone.
Determination	Mistakes are learning opportunities. We never give up on our learning because when we work hard we achieve amazing results.
Excellence	Success is a journey not a destination. We focus on controlling the controllables and being the best versions of ourselves.

The 5 classroom PRIDE rules relate to the whole school PRIDE rules which are displayed in both the student diary and around the school.

Positive recognition & precise praise

There is a firm emphasis on positive recognition and precise praise to recognise the hard work and excellence of all students. Random Rewards are also used each term to recognise the hard work and achievements of students.

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

At Dixons, PRIDE is Everything!

PRIDE VALUE	CLASSROOM PRIDE RULES - HABITS FOR GREAT LEARNING	WHOLE-SCHOOL PRIDE RULES – HABITS FOR GREAT LEARNING
Purpose	<ul style="list-style-type: none"> Attend the Academy. Be punctual to the Academy & lessons. Be organised and ready to learn. Keep focused on the task in hand. Take responsibility for considering the purpose of your learning. Think about how you are going to remember this learning. Reflect on your teachers' feedback. Consider the big picture and where your learning is going. 	<ul style="list-style-type: none"> Only access lockers at break and lunchtime. Walk purposefully, never running. Move around and conduct yourself in an orderly manner. Enter the building from outside play in a calm and orderly way. Distinguish between indoor and outdoor play. Reflect on leading a purposeful life. Be ambitious for your future.
Respect	<ul style="list-style-type: none"> Follow staff instruction, first time, every time. Track the speaker and show interest. Look after all learning resources. Respect other people's right to learn. Respect other people's contribution. Respect your learning environment and corridors. 	<ul style="list-style-type: none"> Be polite and kind. Follow staff instruction, first time, every time. Respect other people's physical space. Peer on peer abuse and violence are never tolerated. Keep our Academy environment clean and safe. Respect and look after all the Academy's resources and facilities. Contribute to the positive ethos and reputation of our Academy. Be proud of yourself and to be part of the Dixons Community.
Integrity	<ul style="list-style-type: none"> Support other people in their learning. Be honest and take responsibility when you get it wrong. Show sensitivity when difficult topics are being addressed. Show dignity and maturity when others are not. Accept other people's differences and try to see the best in others. Hand in work that is entirely yours and completed to the best of your ability. 	<ul style="list-style-type: none"> Never bring in anything dangerous or illegal including cigarettes, into our Academy. Remember where you are – no swearing, chewing gum or unnecessary physical contact. Resolve all differences calmly, with the help of staff if necessary. Be honest and take responsibility when you get it wrong. Show concern and interest in the well-being and happiness of others. Be selfless in your actions, think of others.
Determination	<ul style="list-style-type: none"> Respond positively to critique and show a growth mind-set. Be determined to be the best you can at all times. Take responsibility for finding out more. Challenge yourself. When it's hard going, stick at it and ask for help. Never look for learning short cuts. 	<ul style="list-style-type: none"> Aim for no less than 98% attendance. Find out about your world and how you can make a positive contribution. Find out how you can be more involved in Academy life. Think about what is coming up in your next lesson. Talk about your learning with your peers. Find out all you can about your chosen interest / future career.

PRIDE VALUE	CLASSROOM PRIDE RULES - HABITS FOR GREAT LEARNING	WHOLE-SCHOOL PRIDE RULES – HABITS FOR GREAT LEARNING
Excellence	<ul style="list-style-type: none"> • Work to the best of your ability at all times; best quality written and spoken work (PRIDE in self and work). • Demonstrate the desire to learn. • Ask yourself how you can be a better learner. • How will you apply what you have learnt? • Spend time on furthering your subject knowledge and completing home learning to the best of your ability. 	<ul style="list-style-type: none"> • Try to always be the best that you can be at all times. • Respond positively to correction. • Eat only in designated areas. • Comply with the dress code.

PRIDE for Learning

Stage	What you have done	What happens now	What happens next
P1	<ul style="list-style-type: none"> • You have broken one of our PRIDE rules for the first time. 	<ul style="list-style-type: none"> • You will have a verbal warning. • Your teacher will keep your planner for now. • You may be asked to move seats to help you focus. 	<ul style="list-style-type: none"> • If you continue to choose not to follow PRIDE rules you will be given a P2 PRIDE correction. This will be recorded in your planner.
P2	<ul style="list-style-type: none"> • You have not brought the correct equipment. • You are late. • You have failed to hand in home learning. • You have broken a PRIDE rule after a verbal warning (P1) from a member of staff. 	<ul style="list-style-type: none"> • You will be given a P2 PRIDE correction. This will be recorded in your planner. 	<ul style="list-style-type: none"> • If you continue to choose not to follow PRIDE rules you will receive a P3 correction.
	<ul style="list-style-type: none"> • You have failed to follow our PRIDE rules despite being given a P2 correction. You have continued to disrupt the learning of others and need to be removed to another space. • You have committed a serious one-off offence inside or outside of the classroom which requires a more severe correction. 	<ul style="list-style-type: none"> • You will be given a P3 PRIDE correction. This will be recorded in your planner. 	<ul style="list-style-type: none"> • If you still choose not to follow PRIDE rules or do not move you will be removed from the department and be given an internal exclusion (which will be on your permanent record).

Stage	What you have done	What happens now	What happens next
P4	<ul style="list-style-type: none"> You have failed to follow our PRIDE rules despite a P3 correction issued. You have seriously undermined the safety or dignity of others and have to be removed immediately. You have not moved to a new space or you have not followed PRIDE rules despite being given a P3 correction. 	<ul style="list-style-type: none"> Depending on the seriousness, may be an internal or external exclusion immediately or at an arranged time. Your teacher will want to talk to you about this so that you can make amends. 	<ul style="list-style-type: none"> If you continue to ignore Dixons PRIDE rules you will be given a P5 fixed term exclusion.
P5	<ul style="list-style-type: none"> You have failed to respond to the support given. You have committed a very serious offence undermining the safety or dignity of others. 	<ul style="list-style-type: none"> External exclusion. Reflection placement at another school. 	<ul style="list-style-type: none"> You will be interviewed by a senior member of staff on your return and clear targets for improvement will be put in place. Your behaviour will be constantly monitored to ensure you have learnt from your mistake.

A correction can be issued without a P1 warning and can be escalated without following each stage if needed.

Corrections

When a student disrupts learning or behaves inappropriately within the Academy there are consequences for those actions. The level of correction relates very much to the specifics of the incident. However, it is essential that all staff are consistent and follow through the sanctions and are fair to the students.

Correction Expectations

- Students are responsible for checking the correction board outside the Pastoral Office opposite IN at the end of school.
- Students are expected to make their own way to the designated correction area. They are expected to arrive on time with all their equipment, including their coat and bag.
- At the end of the correction students will be instructed to leave the school via a designated exit and are expected to leave the premises straight away.
- Failure to complete a correction will result in an escalated correction / sanction and families will be contacted by either the HoY or a member of the Pastoral team.

All corrections will take place at the end of the school day. A text message will be sent to families giving the amended finishing time for the student. Families can check the planner to support a conversation with their child about the correction.

The Academy may also use the following sanctions:

- Limiting access to extra-curricular activities.
- Removal of IT rights (e.g email and internet access).
- Confiscation of item(s).
- Correction conversations for up to 10 minutes after school without informing families.
- Not allowing students to attend random reward activities or trip.
- Removal of break time.

- Extended corrections.
- Internal Exclusion.
- External Exclusion.
- Directing the student to alternative provision / managed move.
- Permanent Exclusion.

Corrections Chart

Success is doing the best you are capable of doing. Start today. If you do this, you can be proud of your achievements.

Correction	Consequence	Time and Location
P2	20 mins – reflection, reset and clean slate	<p>The correction will take place after school.</p> <p>Students are responsible for checking the correction board outside the HOY office after school.</p> <p>Students are responsible for ensuring they attend any after school correction.</p> <p>Failure to complete a correction will result in an escalated correction and further involvement of family.</p>
2 x P2 1 x P3	40 mins – reflection, reset and clean slate	
Extended corrections, reflections and meetings with the family are also used.	1 hour / 2 hours Internal Exclusion the following day – reflection and reset. A meeting with the family will take place with the Head of Year or Pastoral team so that the student can reset and start the following day with a clean slate.	

Consequences

Purpose

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

Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Fixed Term Exclusion	Permanent Exclusion
Off task behaviour in lessons	✓	✓				
Answering back to staff		✓				
Chewing gum		✓				
Lack of integrity to staff member		✓				
Eating food items in unauthorised areas		✓				
Misbehaving in correction		✓				
Incorrect uniform		✓				
Late to lessons		✓				
Late to school		✓				

Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Fixed Term Exclusion	Permanent Exclusion
Missing equipment (after 8.15am)		✓				
Missed home learning / deadline		✓				
Mobile phone seen		✓				
No locker key by 8.10am		✓				
Off task after planner taken		✓				
Talking during silent transition		✓				
Other non-permitted items		✓				
Overheard swearing		✓				
Poor quality home learning		✓				
Planner not signed		✓				
Argumentative toward a student		✓	✓			

Hair policy infringement		✓	✓			
Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Fixed Term Exclusion	Permanent Exclusion
Leaving a lesson			✓			
Missing a correction		✓	✓			
Plagiarism			✓			
Refusal to follow instructions			✓			
Four corrections in a day			✓			
Truancy from a lesson		✓	✓			
Persistent off task behaviour		✓	✓	✓	✓	
Vandalism of school property		✓	✓	✓	✓	
Defiance towards a staff member			✓	✓	✓	
Inappropriate behaviour that puts others at risk		✓	✓	✓	✓	
Fighting			✓	✓	✓	
Racist comments or behaviour			✓	✓	✓	
Swearing at member of staff			✓	✓	✓	
Trans / homophobic comments / behaviour			✓	✓	✓	
Online abuse / peer on peer abuse			✓	✓	✓	
Prolonged peer on peer abuse of a				✓	✓	

student						
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Table of Possible Consequences for Different Behaviours	Teacher	Teacher / HOY / SLT		Vice Principal / Principal	Principal	
	P1 Planner Warning	Correction P2 or P3	Internal Exclusion	Reflection Placement	Fixed Term Exclusion	Permanent Exclusion
Theft of property			✓	✓	✓	
Sexual / homophobic / racist harassment				✓	✓	✓
Verbally threatening a member of staff				✓	✓	✓
Bringing a dangerous weapon into the Academy					✓	✓
Bringing drugs into the Academy					✓	✓
Smoking inside / outside the school in uniform			✓	✓	✓	
Dealing drugs in the Academy					✓	✓
Aggravated assault against a student					✓	✓
Physical violence toward staff					✓	✓

Serious Incident Protocol

When a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Families will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. When we have completed our investigation, families will be asked to attend the Academy to discuss the incident and possible ways of resolving the situation.

A one-off serious incident or an accumulation of serious incidents may lead to a permanent exclusion.

Responsible Technology Use

Guidelines for Students

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

Computer Equipment:

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

Password Security:

- **You** will be held responsible for anything done on a computer logged on with your username; log out when you finish. Do not tell other people your password. If you suspect that someone knows your password, change it and tell the Help Desk / Form Tutor / Head of Year.

Information stored on Academy computers:

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

Email:

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

Internet access:

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

Social Networking Sites:

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

Mobile Phones, Smart Watches and other Electronic Devices:

- Must be switched off (not on silent mode) and kept in student lockers.
- Must not be used for any purpose in the school environment.
- The camera and recording functions must not be used at any time as it may breach privacy rules.
- Headphones must not be worn or be visible within the Academy.
- Mobile phones must not be seen or used in the Academy.

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

Dress Code

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

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

the Academy. During cold periods students will need an Academy jumper. Hats and caps need to be removed before entering the building.

- No caps at any time, in or outside of the Academy. Hats are permitted to be worn outside only and must be removed before entering the Academy.
- On dress down days, students are expected to dress sensibly and modestly and still observe the dress code in relation to jewellery. We recommend that students have all their equipment and clothing clearly named in order that items can be returned if they are found and sent to lost property.

PE Kit

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



Navy / Blue Hooded Jumper



Navy / Blue T-Shirt



Navy Tracksuit Pants



Trainers no canvas pumps



Students must wear a clean, correct PE kit for every lesson, even if they are ill or injured so they can still take an active part in the lesson. This will enable students to fully partake in the activity when they return to full health.

There are occasions when this would not be possible and this is at the school's discretion i.e. severe injury or illness, but as Physical Education is compulsory in school only, in exceptional circumstances will alternative arrangements be made for students. Otherwise, they will remain with their teaching groups and participate in the role of coach or official for the activity.

Should a student not bring appropriate PE kit for lesson, they will **always** be issued with a P2 PRIDE correction for 'lack of equipment' and they must borrow PE kit from the department. On the days students have PE, they must come to school wearing their PE kit.

Peer On Peer Abuse

Unfortunately, peer on peer abuse is something that happens in every school and every organisation. However, at Dixons City Academy what is different is that we are Upstanders. We stand up when we see injustice happening to ourselves or others and will tell someone about it.

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

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

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

TELL someone! This could be your Form Tutor, Head of Year, a member of the Safeguarding team, any other member of staff, an older student, or a member of your family. **DO NOT** keep it to yourself.

What happens when peer on peer abuse is reported:

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

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

At Dixons we are proud to be part of a community of people who seek to respect each other and look after each other. However, if you feel you are being mistreated by another student, you should try to talk to a friend about it and tell a member of staff who you trust. We all have the right to feel safe all of the time. **Don't suffer in silence.**

Safeguarding at Dixons City Academy – Keeping Yourself Safe

Safeguarding at DCA

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

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

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

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

Mr Bell: Associate Vice Principal and Designated Safeguarding Lead (DSL)

E: CBell@dixonsca.com T: 01274 776777

Ms Mallet: Senior Pastoral Manager and Deputy Designated Safeguarding Lead (DDSL)

E: CMallet@dixonsca.com T: 01274 776777

Mr Thacker: Head of Year 11 E: CThacker@dixonsca.com T: 01274 776777

Mr Jones: Head of Year 10 and Deputy Designated Safeguarding Lead (DDSL)

E: RJones@dixonsca.com T: 01274 776777

Mr Mohammed: Head of Year 9 E: MQasim1@dixonsca.com T: 01274 776777

Miss Panayioti: Head of Year 8 E: Zpanayioti@dixonsca.com T: 01274 776777

Mental Health

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

Top tips to promote mental health

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

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

- ☐ Speak to your parents or a trusted adult.
- ☐ The pastoral team at school are there to support you – you could speak to your Form Tutor, Head of Year or the safeguarding team – Mr Sanderson, Mr Radcliffe or Mrs Hall.
- ☐ We also have a full-time school counsellor. The school counsellor speaks to approximately 30 different students each week and can help with issues such as stress, anxiety, bereavement, friendship issue etc.
- ☐ **Childline** is a free service which provides help, advice and counselling to children and young people. They have an app you can download, information on their website and a number which you can ring – 0800 1111.
- ☐ **Samaritans** is a registered charity aimed at providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide throughout the United Kingdom and Ireland, often through their telephone helpline – 116 123.
You can also email Samaritans – jo@samaritans.org write to them –
Freepost SAMARITANS LETTERS or use their self-help app which is accessible via the website.
- ☐ **Guide-Line Bradford** is a confidential telephone helpline which provides mental health support and information – 0800 1884884. There is also a live chat service which can be accessed via the website.
- ☐ **First Response** is a crisis support service for those who need urgent mental health support –
Telephone – 0800 9521181.
- ☐ **Shout** is a free text service for anyone in crisis, anywhere. It is a place to go if you're struggling to cope and need immediate help. Text Shout to 85258.
- ☐ **PAPYRUS** is for young people who are not coping with life. You can ring – 0800 0684141, 07860 039967 or email pat@papyrus-uk.org
- ☐ **Mind** is a mental health charity that helps people across Bradford, Airedale, Wharfedale and Craven. Telephone 01274 730815 or email admin@mindinbradford.org.uk

Daily Attendance

The Academy rigorously monitors student attendance. Form Tutors, Heads of Year, the Vice Principal, Principal, and the Attendance Officer play key roles in this system and Bromcom is used to manage this information.

Dealing with Absence

Families are expected to ring the Academy each morning of the student's absence before 8.30am, this can be done by calling 01274 776777 and selecting option one for the absence line. If the Attendance Officer is unavailable to take your call please leave a voicemail with the student's name, tutor group, reason for absence and a contact telephone number. If your child is ill for more than one day you will need to call the Academy each day before 8.30am.

If families do not contact the Academy, the Assistant Head of Year or Attendance Officer will ring the contacts with parental responsibility.

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

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

If a telephone call from families is not forthcoming, then the absence will be treated as unauthorised. If no contact has been made by the family by day three of the absence, the Attendance Officer, the Head of Year, or a member of the Pastoral team will visit the home of the student. This will be an opportunity to explain the possible consequences of a fine if attendance does not improve. If there is a history of poor attendance, the visit may be earlier.

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

If a student is absent for three consecutive days (and contact has been made from home) the Head of Year or the Attendance Officer will contact home to gauge when the student will be returning to the Academy and to arrange for missed work to be completed via a virtual learning platform.

At the end of the week an unauthorised absence report is generated and a letter asking for an explanation is sent home. The list of students with unauthorised absences is also printed and passed to the Head of Year.

Medical and Dental Appointments

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

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

Leave of Absence During Term Time

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

Students Who Are Late

Late to school is defined as students not being the Academy by 8:15am. Students must then be in Morning Meetings / Morning Mastery ready to learn by 8:18am. If students arrive after this time an 'L' mark is applied to the register. If a student arrives after 10:30am, an unauthorised absence code of 'U' will be applied to the register.

The Attendance Officer will send a text message to families informing them when their child is late. If a student is late to school they will receive a P2 PRIDE correction. Families do not need to call to report that their child is going to be late, the student will register with the Home Links Officer who will discuss the reason for their lateness.

100% Attendance

100% attendance is recognised through random rewards throughout the year.

Attendance drop = impact on grades.

Persistent Absence (PA)

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

The Heads of Year have 'persistent absentees' brought to their attention by the Attendance Officer or Form Tutor. This information is used by the Form Tutor, Head of Year, Individual Needs Department and Attendance Officer to support the student and families.

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

Religious Leave of Absence

For a day set aside exclusively for religious observance, students will be granted one day for each occasion of religious observance, with a maximum of three days over one academic year. These absences, if granted, will be recorded as authorised using the 'R' code on Bromcom. These are the codes as stipulated by the Department for Education and whilst absence is authorised, it does count against the child's attendance. This is the national policy.

Lunchtime

All students have a 30 minute lunch break.

Dixons City Academy provides in house catering known as Dixons Catering. Dixons Catering has a history of operating 5 star rated operations with experienced executive leadership from a restaurant background, this provides peace of mind to all concerned that food standards are consistently high and student welfare needs are being met.

The primary function of Dixons Catering is to ensure that the students are happy and well fed to aid their capacity for learning.

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

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

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

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

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

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Academy Nurse

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

School Counsellor

The school Counsellor supports students who are struggling with their mental wellbeing or may need support during a difficult period in their lives. Students who would like to see the School Counsellor can do so by seeing their Head of Year, Form Tutor, member of Safeguarding team, or any member of staff to request support.

Form Tutors and Heads of Year

We have an excellent pastoral system and you are welcome to contact your child's Form Tutor or Head of Year with issues you wish to discuss. Please telephone the Academy to arrange an appointment with them.

Attendance Officer

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

Individual Needs

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

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

Contact with Families

At the Academy we PRIDE ourselves on our relationship with families. We feel that it is important that a two-way contact is maintained and that it is easy for families to contact the Academy.

In order to do this we make use of the following procedures:

- Letters - Whole school letters are posted on the Academy website, as well as being issued to the students to take home or sent as a text message to parental responsibility contacts.
- My child at School App - We will use the mobile number and email address for the family member nominated as the 'Priority One Contact' on any communications (for example, corrections texts, text messages regarding emergency closure or emails about training days etc.) Please indicate your priority one contact on the Student Enrolment Form.

Please ensure that you update the Academy with any changes of mobile numbers or email address, either via email to info@dixonsca.com or by a note in the Student Planner.

Causes for Concern

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

Please Note:

- ☐ In the case of any *serious* or *urgent* matter, should any family member 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. However, this cannot be guaranteed as they all have a significant teaching commitment.
- ☐ Should this not be possible, full details will be taken and forwarded to the appropriate senior member of staff as soon as possible.

Car Parking

To ensure the safety of all students and staff, families are **not** permitted to bring their cars into the Academy grounds either in the morning or at the end of the school day.

In addition, parents are reminded that it is an offence to obstruct the entrance or exit gates, to park on the yellow lines immediately outside the Academy, or to stop / park on the cycle lanes. The police have indicated that they will enforce this restriction with parking violation tickets. The area in the immediate vicinity of the Academy will therefore remain a **no parking area**.

Families are reminded that parking is perfectly acceptable on unmarked areas along Newton Street and St Stephen's Road.

It may be useful for you to know that there is a footpath along the side of the Academy which links Ripley Street

with St Stephen's Road. This provides easy access between the two roads.

Cashless School / Online Payment System

The Academy operates a cashless system for the catering service it offers to staff and students. The system enables us to deliver a more efficient, faster service and to continue to provide wholesome, healthy, and enjoyable meals at the lowest cost.

We are moving to a new system from September and further details about this will be sent in a separate letter.

Personal Money

Some students appear to be in possession of more money than we would wish them to have in the Academy. The only method of payment for lunch and trips is via the online payment system. This results in students not needing to carry money for lunches as parents are able to pay in money via the online system.

Lockers

The purpose of the 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. Before the start of any session (before school, break and lunch) students should return to their lockers to collect the necessary books and equipment.

If a student forgets his / her key, the Assistant Heads of Year have a master key so that equipment can be accessed. A P2 PRIDE correction will be issued for lost / forgotten keys. If a key is lost, or a student wishes to have a 'spare' key these can be ordered at Student Reception, the payment will then be entered on to the online payment system. The student will need to make the payment before the replacement key is issued.

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 the Student Reception. If a student should lose any item, he / she should ask at the Student Reception if it has been found.

Named items are returned to students via Form Tutors; 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 which 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.

Mobile Phones, Smart Watches, and Other Electronic Devices

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

If such an item is seen around the Academy it will be confiscated, a P2 PRIDE correction issued and the item passed to the Head of Year. In the first instance it will be returned at the end of the day. All further instances

will result in the item being kept until the end of term or until a family member can come into the Academy to collect it.

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

Media, Film and Photographs

As part of the enrolment process, you will be asked to complete an Images and Videos Parental Consent Form where you grant permission for your child's name, photograph, and video to be taken and used in a variety of formats.

You can amend your permissions at any time. If you wish to do so, please call the Academy on 01274 776777 to request a new Images and Videos Parental Consent Form.

Policies

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

Leaving the Academy

If, for any reason you have to withdraw your child from the Academy, we require the information in writing to the Head of Year at least one month before the leaving date.

We also need to know which school your child is transferring to as this enables the leaving procedures to be put in place and necessary documents drawn up.

Term Dates 2023/24

GCSE/BTEC Results (from Summer Season 2023) – Thursday 24 August 2023
Staff Training Days Thursday 24, and Friday 25 August 2023

2023 Term 1

Tuesday 29 August to Friday 20 October 2023

Monday 28 August - Bank holiday

Tuesday 29 August 2023 – Year 7 only

Wednesday 30 August - All students Y7 to 11

Holiday - Saturday 21 October to Sunday 5 November 2023

2023 Term 2

Monday 6 November to Friday 15 December 2023

Staff Training Day Monday 27 November 2023

Staff Training Day Friday 8 December 2023

Holiday - Saturday 16 December 2023 to Monday 1 January 2023

2024 Term 3

Tuesday 2 January to Friday 9 February 2024

Trust Training Day Friday 9 February 2024

Holiday - Saturday 10 February to Sunday 18 February 2024

2024 Term 4

Monday 19 February to Friday 22 March 2024

Holiday - Saturday 23 March to Sunday 7 April 2024

2024 Term 5

Monday 8 April to Friday 24 May 2024

Staff Training Day Thursday 11 April 2024

Staff Training Day Friday 12 April 2024

Bank Holiday – Monday 6 May 2024

Holiday - Saturday 25 May to Sunday 2 June 2024

2024 Term 6

Monday 3 June to Friday 19 July 2024

Staff Training Day – to be confirmed, week beginning Monday 17 June

Holiday - Saturday 22 July onwards

Bank Holidays

August Bank Holiday - Monday 28 August 2023

Christmas Day – Monday 25 December 2023

Boxing Day - Tuesday 26 December 2023

New Year's Day – Monday 1 January 2024

Good Friday - Friday 29 March 2024

Easter Monday - Monday 1 April 2024

May Day Bank Holiday - Monday 6 May 2024

Spring Bank – Monday 27 June 2024