

Family Handbook

2020/21



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1 Introduction

Welcome to Dixons Trinity Academy

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

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

In order to achieve our mission, Dixons Trinity 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, 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; they show great courtesy. Staff and students enjoy what they do together.

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

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

Jenny Thompson
Executive Principal

Dixons Academies

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

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

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

High Expectations of All

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

Empowered to Lead

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

Relentless Focus on Learning

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

Highly Professionalised Staff

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

Choice and Commitment

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

Values-Driven

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



Term and Holiday Dates 2020/21

2020 Term 1 Monday 24 August to Friday 16 October 2020

Holiday – Saturday 17 October to Sunday 1 November

2020 Term 2 Monday 2 November to Friday 18 December 2020

Holiday – Saturday 19 December to Sunday 3 January

2021 Term 3 Monday 4 January to Friday 12 February 2021

Holiday – Saturday 13 February to Sunday 21 February

2021 Term 4 Monday 22 February to Friday 26 March 2021

Holiday – Saturday 27 March to Sunday 11 April

2021 Term 5 Monday 12 April to Friday 28 May 2021

Holiday – Saturday 29 May to Sunday 6 June

2021 Term 6 Monday 7 June to Monday 12 July 2021

Holiday – Tuesday 13 July onwards

Additional holidays not included above

Monday 31 August 2020 – Bank Holiday

Monday 3 May 2021 – Bank Holiday

Staff data and planning days

Wednesday 19 August 2020 (*new staff only*)

Thursday 20 August 2020

Friday 21 August 2020

Thursday 12 November 2020

Friday 13 November 2020

Thursday 4 March 2021

Friday 5 March 2021

Tuesday 13 July 2021

Wednesday 14 July 2021

Academy Contact Details

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01274 424350

info@dixonsta.com

www.dixonsta.com

@DixonsTA

Key Staff

| Senior Leadership Team | | |
|------------------------------------|--------------------------|------------------------|
| Jenny Thompson <i>BA (Hons)</i> | Executive Principal | jthompson@dixonsta.com |
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| Wider Senior Leadership Group | | |
|--------------------------------------|--------------------------------|------------------------|
| Charlotte Blythe <i>BSc (Hons)</i> | Teaching and Learning Lead | cblythe@dixonsta.com |
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|---|------------------------|--------------------------|
| Ammaarah Akudi <i>BSc (Hons)</i> | Head of Year 8 | aakudi@dixonsta.com |
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| Mountain Rescue / Pastoral Support / iBase | | |
|---|--------------------------------|------------------------------|
| Israr Hussain <i>BSc (Hons)</i> | Assistant SENDco | ihussain@dixonsta.com |
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The Academy Week

2020/21



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

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | 07.15 | Academy Opens | Academy Opens | Academy Opens | Academy Opens | Academy Opens |
| | 07.30 – 08.00 | <i>Breakfast / Morning Mastery</i> | <i>Breakfast / Morning Mastery</i> | <i>Breakfast / Morning Mastery</i> | <i>Breakfast / Morning Mastery</i> | <i>Breakfast / Morning Mastery</i> |
| | 08.05 – 08.30 | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting | Morning Meeting |
| 1 | 08.30 – 09.25 | Lessons | Lessons | Lessons | Lessons | Lesson |
| 2 | 09.25 – 10.35 | Lessons / Break | Lessons / Break | Lessons / Break | Lessons / Break | Lessons / Break |
| 3 | 10.35 – 11.30 | Lessons | Lessons | Lessons | Lessons | Lessons |
| 4 | 11.30 – 12.25 | Lessons | Lessons | Lessons | Lessons | Lessons |
| | 12.25 – 13.30 | Lunch / DEAR* | Lunch / DEAR* | Lunch / DEAR* | Lunch / DEAR* | Lunch / DEAR* |
| 5 | 13.30 – 14.25 | Lessons | Lessons | Co-curricular / Lessons | Co-curricular / Lessons | Lessons / Prep Y11 |
| 6 | 14.25 – 14.40 | Lessons | Lessons | Co-curricular / Lessons | Co-curricular / Lessons | Afternoon Meeting Y7-11 |
| | 14.25 – 15.20 | | | | | |
| 7 | 15.20 – 15.35 | Lessons | Lessons / Prep Y11 | Afternoon Meeting Y7-9 | Afternoon Meeting Y7-11 | |
| | 15.20 – 16.15 | | | Lessons Y10-11 | | |
| | 16.15 – 16.30 | Afternoon Meeting Y7-11 | Afternoon Meeting Y7-11 | Afternoon Meeting Y10-11 | | |

- All students must arrive at the academy by 8.00am at the latest; some students will be expected to arrive at the academy as early as 7.30am for catch-up in the EBacc (e.g. Lexia, Morning Maths).
- All students begin their day with breakfast and Morning Meeting which includes: retrieval practice (focused on critical knowledge); literacy and numeracy development; strengthening of school culture; value expectations reset; and appreciations / recognition.
- Y7-11 finish at 16.30 (4.30pm) on Monday and Tuesday.
- Y7-9 finish at 15.35 (3.35pm) on Wednesday and Thursday; Y10-11 finish at 16.30 (4.30pm) on Wednesday and 15.35 (3.35pm) on Thursday.
- Y7-11 finish at 14.40 (2.40pm) on Friday.
- For Y7-9, same day corrections (detentions of up to 2 hours) start at 16.30 (4.30pm) on Monday and Tuesday; 15.35 (3.35pm) on Wednesday and Thursday; and 14.40 (2.40pm) on Friday.
- For Y10-11, same day corrections (detentions of up to 2 hours) start at 16.30 (4.30pm) on Monday, Tuesday and Wednesday; 15.35 (3.35pm) on Thursday; and 14.40 (2.40pm) on Friday.

*Drop Everything And Read (DEAR)

**Co-curricular electives include activities in the arts, sports and STEM

2 Mastery

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

Teaching & Learning

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

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: **hard work, trust** and **fairness**.

At Trinity, we build a partnership between families, students, and teachers that puts learning first.

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

In our classrooms, schemes of work and intervention planning, we value knowledge, skills and understanding.

We insist on good learning habits with high expectations and no excuses. The mantra is an important part of the teaching and sets the tone for the learning that follows. Setting the scene at the start of each lesson, it should always be upbeat and enthusiastic.

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

Curriculum

The start of secondary school marks an exciting phase in the lives of our students. It is the period when they build on their primary education in a new environment. Our curriculum in years 7 and 8 is designed so that students can master the basics as well as extend their knowledge. Groups 3 and 4 will be allocated more curriculum time English and mathematics to ensure that all students are supported to climb the mountain to university or a real alternative. Students who are making less progress than we would expect in the core may be expected to attend practice sessions in English, mathematics, science, geography, history and / or Spanish before school (from 7.30am). During Stretch lessons, Groups 1 and 2 are challenged to extend their thinking by participating in weekly dialectic lectures. These lectures will focus on enquiry-based themes around critical thinking, philosophy, politics and ethics.

Our curriculum in Years 9, 10 and 11 is broad and balanced with a strong core in the EBacc (English, mathematics, science, one language and history / geography) and a range of high value subject options such as design and technology, music and PE. We have limited the number of GCSE subjects to be studied by our students. This will reduce the exam burden and help ensure that our students are given the time and opportunity to develop intellectually.

One afternoon per week, students take part in co-curricular. In Years 7 and 8, they have the opportunity to compete in competitive games alongside six additional electives. Students move elective each half-cycle

ensuring they study a full and rich curriculum. In games, students compete in seasonal sports, with the opportunity to play both recreationally and / or compete in the Dixons Cup and other competitions across Bradford. Additionally, students can also elect into Rugby Union, delivered by external coaches, mastering a sport we do not currently offer within the PE curriculum. During the remaining electives, students will, for example, study how to communicate and converse using sign or understand key health and safety considerations before embarking on producing healthy meals.

Students continue to take part in co-curricular in Years 9 and 10. In Year 9, all students complete a cycle of Duke of Edinburgh as they work towards their Bronze award. This co-curricular sees students engage in team-building activities, first aid and essential camping skills all focused around our Academy values and drivers. In Year 10, all students complete a cycle of health and well-being focusing heavily on what it means to be physically, socially and emotionally healthy. During this elective, students will understand why it is important to lead a healthy, active lifestyle embarking on activities such as yoga, box fit, strength and conditioning and meditation, a skill set they can take into adult life. Co-curricular electives (CCE) in the arts, sport and science further enhance the education being offered to students at Key Stage 4.

Students can elect to pursue an examined curriculum in one of DT / Art / Textiles or Music or PE; however, they study key content for whichever elements they are not examined in throughout Year 9 and Year 10 through our co-curricular elective offer. From within the co-curricular choices, two are narrowed to ensure students cover the curricular breadth of the subjects they have elected not to be examined in. The remaining choices provide absolute additionality and are structured around students' health, wellbeing and the continuing development of facilitating cultural capital.

Subjects studied and time allocations

| Subject | Weekly Lesson Allocation | | | | |
|-----------------|--------------------------|-----------|-----------|-----------|-----------|
| | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| English | 5 / 6 | 5 / 6 | 5 | 5 | 5 |
| Mathematics | 5 / 6 | 5 / 6 | 5 | 5 | 5 |
| Science | 4 | 4 | 5 | 6 | 6 |
| History | 1 | 1 | 1 / 2 | 0 / 3 | 0 / 3 |
| Geography | 1 | 1 | 2 / 1 | 3 / 0 | 3 / 0 |
| RE | 1 | 1 | 2 | 2 | 2 |
| MFL | 3 | 3 | 3 | 3 | 3 |
| Art / DT | 2 | 2 | | | |
| Music | 1 | 1 | | | |
| Examined option | | | 2 | 2 | 4 |
| Computing | 1 | 1 | 2 | 3 | 1 |
| Core PE | 2 | 2 | 2 | 1 | 1 |
| Stretch lecture | 2 / 0 | 2 / 0 | | | |
| CCE | 1.5 | 1.5 | 1.5 | 1.5 | |
| Drill | 0.5 | 0.5 | 0.5 | 0.5 | |
| Prep | 1 | 1 | | | 2 |
| Total | 31 | 31 | 31 | 32 | 32 |

Literacy

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

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

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

Students are expected to complete tasks such as: read in silence, discuss their reading and complete a reading log. Advisors are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs. Every day in school, 30 minutes are dedicated to DEAR (Drop Everything And Read) and it is expected that students will read for, at least, 30 minutes each evening.

Modern Foreign Languages

Spanish is offered as the core language. Spanish is a vitally important world language and is the third most spoken language in the world. All students will study a modern foreign language until the end of Year 11.

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 primary phase foreign languages is actually not for students to study one language to a particular level at primary school and then to proceed to a higher level in that same language at secondary school, but that effective primary phase language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

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

Personal Development Studies (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed Personal Development Studies (PDS) around DfE Guidance for Personal, Social and Health Education (PSHE). Students receive one lecture and one seminar per fortnight on PDS.

Health and Sex Education

This is covered during Science and PDS lessons. Outside speakers will come into the academy to talk about diet, hygiene, exercise, and relationships and sex. Sexual reproduction is taught in Science lessons as part of the National Curriculum, and backed up with discussions on relationships and moral values in PDS lessons.

iBase

The iBase is open to students both during break times, lunchtimes and after the normal school day. Reading books are clearly marked so that students can select a book which is most appropriate for their reading age and our librarian is based in the iBase to support students.

Expeditions (Educational Visits & Outdoor Education)

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

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

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

Homework

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

Homework timetable – Year 7 & 8

| Subject | Duration | Set by: | Deadline: |
|-------------------|------------|-----------|-----------|
| Science | 45 minutes | Monday | Wednesday |
| English | 45 minutes | Tuesday | Thursday |
| Spanish | 45 minutes | Wednesday | Friday |
| Mathematics | 45 minutes | Thursday | Monday |
| History/Geography | 45 minutes | Friday | Tuesday |

Homework timetable – Year 9, 10 & 11

| Subject | Duration | Set by: | Deadline: |
|----------------------|---------------|-----------|-----------|
| Science | 1hr 30 to 2hr | Monday | Wednesday |
| English | 1hr 30 to 2hr | Tuesday | Thursday |
| Spanish | 1hr 30 to 2hr | Wednesday | Friday |
| Mathematics | 1hr 30 to 2hr | Thursday | Monday |
| History/Geography/RE | 1hr 30 to 2hr | Friday | Tuesday |

All students in the academy are given homework in the EBacc subjects every week (i.e. English, mathematics, science, humanities and MFL). Key Stage 4 students will also receive one piece of extended homework per week and will have substantial homework set in their option.

Types of homework

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

Online homework is set every week in maths and can be set in other subjects such as science. The website Hegarty Maths is an incredible useful resource and it is vital your child maximises its potential. Please always check your child has carried out their homework following the three requirements below which will have been modelled and encouraged by their teacher:

- Always watch the video, pausing it when told to do so, and take notes of all modelled examples provided;
- Always write each Q down and show all their method for every question;
- Always mark each question, make corrections and write their score at the end.

If your child completely does not understand the video, watch it with them and try to help them understand. Also look below the video to their building blocks. Redoing these lessons will help your child plug any gaps in their prior learning needed for the current homework.

Additional homework may be set by subject teachers where appropriate.

Stretch projects

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

- Who am I? – **Year 7 Cycle 1**
- Cultural – **Year 7 Cycle 2**
- Aspiration – **Year 8 Cycle 1**
- Political – **Year 8 Cycle 2**

Dream Team

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

How to support with your child's homework

Students should be completing 30 minutes DEAR (reading) each night and Hegarty Maths (from the website – the number of tasks may vary but should take, in total, approximately 30 minutes) in addition to the EBacc homework set in the student planners. It is important that you encourage your child to read challenging books. Your child's Advisor will be able to help support the selection of a challenging book.

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

Some key websites regularly used are: Hegarty Maths, Seneca learning and BBC Bitesize. If you would like any additional material, please consult your child's Advisor.

Equipment

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

Daily:

A pencil case containing:

- | | | |
|------------------------|-----------|--------------|
| ▪ 2 black pens | ▪ Pencils | ▪ Protractor |
| ▪ 2 green pens | ▪ Rubber | |
| ▪ Black whiteboard pen | ▪ Ruler | |

Mathematics:

- Calculator – preferably a Casio FX83GT Classwiz but any straightforward Scientific type will be adequate

(Calculators can be purchased through the Mathematics Department at a reduced price of £6.50)

Physical Education:

- Football boots – it is compulsory for students to have a pair of football boots for games and PE

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

Art and Design

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

Design Technology

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

The following items will be useful to have at home:

English:

- An English Dictionary

Languages:

- A Spanish Dictionary

3 **Autonomy**

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

From the first day at Dixons Trinity, your child will be expected to pick up and keep our six learning habits which we believe every student has the ability to demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university.

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

There will be no discussion of corrections in class; the learning habits must be followed in all classes and every day. This may cause you a great deal of inconvenience. Work with us: please ensure your child understands the inconvenience as a reason for following our strict routines in future.

Learning Habits

No answering back

At Trinity, our expectation is that students do the right thing because it is the right thing to do and that they do that first time, every time. If a student fails to meet one of our Learning Habits, it is likely they will receive a warning or a correction. In this situation, it is important the student responds in an appropriate manner. Students are taught how to respond and these responses include: nodding; immediately doing the right thing; apologising or respectfully requesting to speak to the member of staff at another point. If a student does not respond appropriately, they will either receive a correction or, potentially, receive a Red Line.

Uniform

Just as they will when they attend interviews for their top jobs in the future, it is important that our students take pride in themselves and their appearance. This means following the uniform expectations outlined in the Family Handbook, including on their way to and from school. If a student wears the incorrect uniform, this wouldn't be fair on everyone else and, therefore, they would receive a correction. The student would then either be able to borrow an item of clothing and go back into lesson, or they would be placed in Red Line until a family member could bring in the correct clothing for them.

Homework

Students are expected to complete homework each evening, including: 100% homework; DEAR and Hegarty Maths. Completing work outside of lessons is important to consolidate and master learning and helps students to develop their organisational skills. Homework deadlines must be met with work that meets the specific expectations set out and, wherever work is physically being handed in, it must have the student's name on it. If this is not the case, a correction will be issued.

On Task

On task behaviour means students following instructions first time, every time, both in lessons and around the academy. Students are reminded regularly of the purpose of doing this: to ensure they and others around them can concentrate on their learning and make progress. Examples of on task behaviour include:

tracking the speaker; remaining in silence (natural state) on the corridors and only bringing healthy snacks to school. If a student displays 'off task' behaviour, they will be issued with a correction.

Punctuality

At Trinity, everyone is expected to be on time to school, to lessons and to line up throughout the day. Each day, all students in Years 7 to 10 must be in the Heart Space and be ready to learn with all of the equipment they need by 8am. Year 11 must be in the Lecture Theatre by this time. If a student is late, it would not be fair on the rest of their class / year group and, therefore, they would receive a correction.

Equipment

Every student must carry with them: a pencil case with all of the appropriate equipment; their planner; a challenging DEAR book and any exercise books they will need until they can next visit their locker. Please see the Family Handbook for a full list of equipment. Students can purchase any missing equipment from Mountain Rescue before 8.00 am.

Corrections and Red Line

At Trinity, our sanction system is very simple; it is successful because of the excellent relationships between staff, students and families. Evidence suggests sanctions must always be immediate (a detention three days later doesn't work with children) and it must be specific to the issue. Therefore, corrections will always be set for the same day (unless in the final lesson of the day when it would be unreasonable to ask families to change their travel arrangements).

If a student receives three corrections in one day, they will be placed in Red Line, which means they will work independently in an office with a member of staff. Other reasons for a student being placed in Red Line include: failure to attend correction, a serious incident or return from exclusion. Wherever a Red Line is unfortunately required, we believe the most important thing is to have a restorative conversation with the student and their family; therefore, families will be asked to come into school for a meeting before the student is reintegrated into lessons following a period of time in Red Line.

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. Parents 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, parents will be asked to attend the academy to discuss the incident and possible ways of resolving the situation.

Advisory

All students have an Advisor who they see during DEAR and at Family Dining each day. At least 3 times each year, students will meet with their Advisor to review their progress and to determine next steps in their learning.

Each Cycle, you will either receive feedback from your child's Advisor to update you on your child's progress or you will have the opportunity to meet them face to face at a Parents' Evening. However, you are also welcome to contact your child's Advisor with any issues you wish to discuss. Please telephone the academy to arrange an appointment with them.

Individual Needs – Mountain Rescue

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

The Mountain Rescue department is for all students – be they disabled, more able, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students who just need advice and support.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the Mountain rescue department who will arrange to meet with you.

Daily Attendance

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students are welcome to come into the academy from 7.15am.

Students are encouraged to stay after school to complete homework in the iBase. The iBase (learning commons / library) will remain open until 5.00pm.

Absence

When a student is absent from the academy with no advance notice, for example because of illness, parents must telephone the academy that same morning, and each subsequent morning, to inform us of the reason for absence **before 8.30am**. It is possible to leave messages on the student absence voicemail at any time prior to 8.30am. To report an absence, please dial the main academy telephone number and select the appropriate option.

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

Please note that only emergency appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, parents must write a letter to the Principal at least two days in advance.

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

Leave of Absence

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

If exceptional circumstances occur, a Request for Leave form must be obtained from reception to request permission; this must be done one month in advance and submitted to the Principal. Permission will be granted *only in exceptional circumstances* and never for holidays.

Religious Leave of Absence

The academy community does grant the statutory leave of absence of up to 3 days in order that students can observe important religious festivals.

Requests for such leave of absence are obtainable directly from reception in the form of a letter with a reply slip which parents need to complete and return.

Dress Code

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

Year 7-10

- Students must wear an academy jumper with an academy polo shirt.
- Girls must wear, full length black trousers / shalwar or plain black kameez and tunic / blouse with the academy polo shirt and jumper over the top.
- Girls must wear trousers that are not fully elasticated – the trousers must not be ‘tight’.
- The top button of the polo shirt must always be done up.
- Boys’ and girls’ trousers should be black and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor.
- Socks must be worn irrespective of the type of shoe selected; they must be plain black.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain (with no additional design / embellishment) black and well secured.
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. All shoes should be flat. Trainers are not acceptable. Boots, heeled or flat, are also unacceptable. If a student is wearing the wrong footwear, their family will be contacted to bring the correct footwear into school and the student will be asked to change into academy footwear.
- Velcro fastening is not appropriate for secondary school. The soles and the upper part of the shoe must be black. There must be no additional design / embellishment in any colour / metal.
- Any student wearing jewellery, other than a suitable plain watch (small and not a fashion item or Smartwatch/fitness tracker), will be asked to instantly remove it. This item will be confiscated until an appropriate adult can collect it. The only exception to this is where there is a compulsory religious expectation, for example, the Sikh Kara.
- All facial jewellery (or visible body-piercing including earrings) is not allowed.
- Make up, if worn by older students (Key Stage 4 onwards), should be entirely discreet. No nail varnish, gel or acrylic nails at any time.
- Hair must be appropriate to a place of work, i.e. no unusual styles or colours, shavings or patterns. Hair must have a natural hairline with no undercutting or ‘fashion’ styles (such as ‘lines’, patterns or ‘cat scratches’). It must be styled professionally. Hair must be of a natural colour.
- Students are allowed one plain black hair accessory. 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.
- Eyebrows should be natural with no modifications or shavings (such as ‘slits’).

- Belts, if worn, should be plain black and not worn as a ‘fashion statement’ over jumpers and polo shirts. ‘Fashion’ belt buckles are unacceptable.
- Hats and caps need to be removed before entering the building.
- In colder weather, students are permitted to wear their PE hoodie either as the outermost layer or under their academy jackets. When it is extremely cold or wet, we understand that a sensible winter coat may be appropriate as the outermost layer. At such times, it is not necessary to place the academy jacket over the top. This will only apply if the winter coat is more suitable than the academy jacket; it should be dark in colour and only when permission has been granted by the academy.

For clarification:

- Students are always allowed to wear their PE hoodie or the academy jacket as their outermost layer.
 - In extremely cold or wet weather, a winter coat that is more suitable than the academy jacket is acceptable when permission has been granted by the academy.
 - All students are allowed to wear their PE hoodies underneath the academy jacket to provide an extra layer of warmth.
 - For students wearing a suit in Year 10 and 11, they may wear a smart dark coat. Leather, bomber and denim jackets are not considered a smart coat and are therefore not permitted.
 - Alternative hoodies or sports tops are never permitted.
- From Year 10, students are welcome to begin to transition into our upper school uniform, all students must be wearing upper school uniform by the start of Year 11.

| Upper School (Y10-11) Uniform | |
|--------------------------------------|--|
| Item | Notes |
| Suit | Suit jacket and trousers / skirt. Single colour (matte finish) – dark grey, navy, black or tweed (no contrasting panels / patterns). Classic in cut. |
| Shirt | Single light colour (matte finish) – white / neutral (white / pale pink / pale blue), plain / fine stripe (no contrasting panels / patterns). Cuffs and collar must match the colour of the shirt. Long sleeve only. Formal style with a stiff collar. Classic in cut. Blouses are permitted but they must fasten to the neck. Jumpers must be smart and worn with a shirt or blouse underneath and suit jacket on top. Dresses or skirts must be loose fitting and to the knee or below. Jumpsuits must be loose fitting and fasten to the neck. |
| Tie | 3 options for each house. Available only through the academy. Only school ties are permitted. |

If, at any point, you are unsure whether your upper school uniform is appropriate, please ask your Head of Year for advice before wearing it into school.

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

To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their Head of Year *before* going ahead. Students will be asked to rectify any hairstyle, or replace any clothing at their expense, that is perceived to be unsuitable for school. Henna should never be visible. All students are strongly advised to label all items of clothing.

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

Student Planner

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

Lunchtime

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

Students may only bring a packed lunch if agreed one term in advance with the Principal. However, students are not allowed to bring in sweets, chocolate or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated and students will receive a sanction.

Cashless Catering / ParentPay

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

What are the benefits to parents and pupils?

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

What are the benefits to our school?

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

4 Purpose

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

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

Parents are given regular information on their child's progress in every subject. Progress reports take place 3 times in the year. They are posted at the end of each assessment cycle (13 weeks). This contains additional information including attendance, behaviour and homework.

Other ways the academy may communicate with you:

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

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

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

Newsflash: is produced regularly and published on the website; a text will be sent to parents to make them aware. Newsflash includes a list of upcoming events for parents to be aware of.

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

Drop-in Surgery

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

Lockers

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

If a student forgets his / her key, Reception has a master key so that equipment can be accessed. If a key is lost, or a student wishes to have a spare key, it can be purchased from CH Wood Security, 221 Wakefield Rd, Bradford, BD4 7PE, at a cost of £5.

Lost Property

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

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

Items that are not named are placed in Lost Property. These are held until the end of term and then put on display for the students to look at. Any unclaimed property will then be disposed of.

Media, Film and Photographs

From time to time the academy receives requests from the media to take photographs and/or films of academy events and activities. In the majority of cases most parents are happy for their children to be photographed providing that appropriate safeguards are implemented which, of course, are always observed by us. Photos and images of our students remain anonymous and students are referred to as "academy students".

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the Principal. In the event that we do not hear from you we will assume that we have your permission.

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

Smart Technology

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

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

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

Personal Money

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

Car Parking

In the interests of the safety of children, parents are not allowed to bring their cars into the academy grounds either in the morning or at the end of the school day.

Causes for Concern

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

Please Note:

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

Leaving the Academy

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

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

Home – Academy Agreement



Above all, following the values of Hard Work, Trust and Fairness will ensure success.

Dixons Trinity Academy will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home immediately if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives, trips and residential visits

Parents / Carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary
- you support the academy's policies and regulations on behaviour and uniform including same day after-school detentions until 6.30pm after communication from the academy
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend Advisor consultations and Parents' Evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in co-curricular electives, trips and residential visits, in particular the Year 7, 8 and 9 residential visits
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

- work hard, live by the values and follow the learning habits in every lesson and around the academy
- attend regularly, arrive on time, wear the correct uniform and bring the correct equipment
- behave responsibly both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- be polite at all times and open the door to let an adult through first
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their families
- keep their planner up to date with homework and next steps and show it to academy staff if requested
- take an active part in the academy life including co-curricular electives, clubs, teams and in particular the Year 7, 8 and 9 expeditions

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: