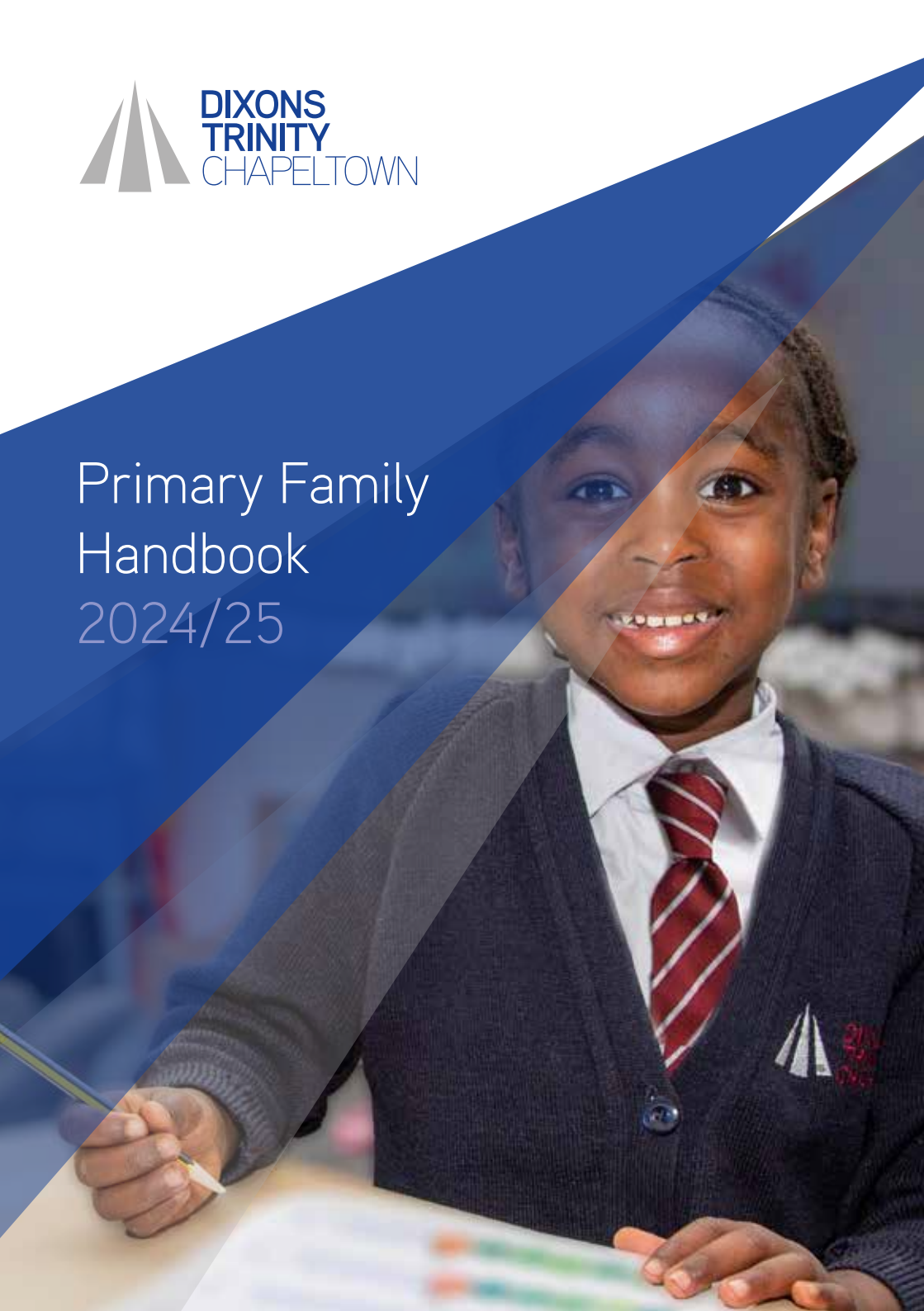




Primary Family  
Handbook  
2024/25





# Contents

## Introduction

- 4 Welcome
- 6 Critical questions
- 8 The peaks
- 10 Term and holiday dates
- 11 Key staff
- 12 The academy week

## Mastery

- 14 Teaching and learning
- 14 Curriculum
- 16 English
- 17 Mathematics
- 17 Modern foreign languages
- 19 Computing
- 19 Music
- 19 Personal development studies (PDS)
- 19 Science
- 19 Humanities
- 19 Physical education
- 19 Art and design
- 20 The summits
- 21 Educational visits (expeditions)
- 21 Homework

## Autonomy

- 22 Learning habits
- 30 House system
- 31 Individual needs – mountain rescue
- 31 Daily attendance
- 31 Dropping off and collecting students
- 32 Leave of absence
- 32 Academy uniform
- 35 Lunchtime

## Purpose

- 36 Contact with families
- 36 Lost property
- 38 Media, film and photographs
- 38 Medicines
- 38 Personal money
- 38 School travel plan
- 41 Car parking
- 41 Causes for concern
- 41 Leaving the academy
- 42 Home - Academy agreement

# Welcome to Dixons Trinity Chapeltown

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

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

In order to achieve our mission, Dixons Trinity Chapeltown focuses on three key drivers: **Mastery**, which is the urge to get better and better at something that matters; **Autonomy**, or our desire to direct our own lives; and **Purpose**, which is our yearning to do what we do in the service of something larger than ourselves.

Our practice is thoroughly rooted in this approach and in the following three core values:

## 1. Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

## 2. Trust

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

## 3. Fairness

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

At Dixons Trinity Chapeltown, we have created an impressive culture of success through the operation of strict routines and protocols, an unwavering focus on results, and by offering the very best teaching and support. Students learn, behave and are well mannered. Teachers teach with skill and rigour, showing great courtesy. Staff and students enjoy what they do together.

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

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

**Angelique O'Garro**  
**Head of Primary**

From the moment a student arrives at Dixons Trinity Chapeltown, we ask them to live these values: hard work, trust and fairness.



# CRITICAL QUESTIONS

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## Why do we exist?

To challenge educational and social disadvantage in the North.

## How do we behave?

As a highly professional team, together:

- we **work hard** on the things that matter, with humility
- we are **good** and **kind**
- we are motivated by **mastery, autonomy** and **purpose**

## What do we do?

Within our communities, we work together to establish joyful, rigorous, high performing schools, which maximise attainment, value diversity, develop character and build cultural capital.

## How will we succeed?

**Talent first:** people, more than strategy, create value – we all belong and grow together

**Academic rigour:** with powerful knowledge, our students shape their own future

**Aligned autonomy:** finding the optimal balance between consistency and self-determination



# The peaks

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

## **Base camp – curious students**

### **EYFS, Year 1**

Students are supported to become inquisitive thinkers in order to understand themselves and engage with the world around them.

This peak marks the start of formal education; it is the foundation of our students' academic careers. Oracy and reading are a key focus throughout base camp - we ensure our students become confident storytellers by immersing them in numerous high-quality texts and introduce them to ambitious vocabulary. Talk is at the heart of the classroom - routines and expectations are introduced and developed, including 'talk partners', 'full sentence answers', 'talk tasks' and 'word of the week'. Students learn to read through a rigorous systematic phonics programme, taught daily, with a high emphasis on developing a deep and long-lasting love of reading. Foundation knowledge is developed and remembered across a breadth of subjects providing the first steps towards mastery in each area. Lessons are taught through a carefully planned balance of teacher-led and child-initiated learning with a view to developing the independence needed for the next stage in their education. Base camp has a strong focus on providing experiences to supplement the academic curriculum including the completion of Summits. These formative years underpin all future learning by supporting students' personal, social and emotional wellbeing whilst harnessing their curiosity for learning.

## **Lower peak – confident students**

### **Year 2, Year 3, Year 4**

Students are supported to develop resilience and make meaningful connections in their learning in order to build academic fluency.

During lower peak, developing intrinsic motivation is an increasing focus and begins to underpin student learning. lower peak marks a pivotal stage in our students' education as they apply previous learning and demonstrate our driver of purpose through using and linking the knowledge they have gained. Reading and oracy are a key focus as students interact with classic literature through the process of storytelling, and progress to being confident writers. In Family Dining, all students deliver 'appreciations' and engage in meaningful conversations. Students continue their journey through an ambitious, formal and progressive curriculum with the introduction of teaching from subject specialists. Teaching from these subject specialists enables students to develop and retain detailed knowledge and become coherent, critical and creative thinkers. We ensure that all students are speaking in accurate sentences using subject specific vocabulary. By the end of lower peak, students will be confident, articulate and fluent learners with a grounded understanding of the world around them.

## **Middle peak – independent students**

### **Year 5, Year 6, Year 7, Year 8**

Students are supported to be responsible learners and develop subject knowledge to make informed decisions about their future.



This peak marks an important transition for our primary students as they truly begin to develop and demonstrate our driver of autonomy. Reading remains a key focus as students develop the fluency to be more self-directed in their enjoyment of a wide range of texts from different cultures, genres and time-periods. The introduction of 'Dream Team' 'PDS Seminars' and 'Stretch' projects further serve to elevate oracy. The co-curriculum model is established, with a range of electives for students to choose from, to add greater breadth and depth to the formal curriculum. Students in Years 5 and 6 will experience an increase in teaching from subject specialists as well as continuing to have support from their class teacher. Year 7 and 8 marks the beginning of secondary education where students bring and build on the wealth of knowledge learnt and retained at the beginning of this peak. During this phase, students will develop a greater sense of responsibility and independence both at school and home.

### **Upper peak – expert students** **Year 9, Year 10, Year 11**

Students are supported to become subject specialists and critical academics in readiness for further education and having a great life.

In this peak, students will continue to study a rich and broad curriculum, underpinned by rigorous academic reading whilst deepening their understanding of chosen subjects. Reading for enjoyment and fulfillment supports both their academic and personal development and allows students to access the best of what has been thought and written. In this phase, students manipulate both the linguistic and physical aspects of oracy to suit a variety of different contexts and purposes; they become fluent, confident and articulate speakers. Co-curricular electives remain an important part of their life at the academy and all summits will be achieved by the end of Year 11. The driver of purpose is manifested through student leadership as students from upper peak support their younger peers in a variety of ways through paired reading and tutoring to mentoring and guidance. By the end of this phase, students will be prepared to sit both high tariff GCSE and vocational qualifications and have mastered the knowledge and skills of each subject domain in readiness for study at A-Level and beyond.



# Term and holiday dates 2024/25

**Term 1: Monday 2 September (Year 7 only) / Tuesday 3 September (all) to Friday 18 October 2024**

Holiday – Saturday 19 October to Sunday 3 November 2024

**Term 2: Monday 4 November to Friday 20 December 2024**

Holiday – Saturday 23 December to Sunday 7 January 2024

**Term 3: Monday 6 January to Friday 14 February 2025**

Holiday – Saturday 15 February to Sunday 23 February 2025

**Term 4: Monday 24 February to Friday 4 April 2025**

Holiday – Saturday 5 April to Sunday 20 April 2025

**Term 5: Monday 21 April to Friday 23 May 2025**

Holiday – Saturday 24 May to Sunday 1 June 2025

**Term 6: Monday 2 June to Friday 18 July 2025**

Holiday – Saturday 19 July 2025 onwards

## **Additional holidays not included above**

Monday 27 August 2024

Tuesday 28 August 2024

Thursday 29 August 2024

Friday 30 August 2024

## **Staff data and planning days**

Thursday 14 November 2024

Friday 15 November 2024

Friday 14 February 2025

Thursday 6 March 2025

Thursday 7 March 2025



# Key staff

## Senior leadership team

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Jason Patterson BA (Hons)	Executive Principal
Emma Hickey BA (Hons) MA	Head of Secondary
Angelique O'Garra BA (Hons)	Head of Primary
Laura Jay BSc (Hons)	Vice Principal Primary
Sophie Moore BA (Hons)	Assistant Vice Principal Primary
Alice Monaghan BSc (Hons)	Assistant Vice Principal Primary / Primary Maths Lead
Rebecca Labella	All-through DSL (Secondary Assistant Vice Principal)

## Leadership group

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Siobhan Terrington	Primary SENCO
Karena Caulfield	Primary English Lead
Lois Hancock	Middle Peak Lead / Maths Lead
Sophie Duncan	Middle Peak Lead / Maths Lead
Hannah Lee-Overton	Lower Peak Phase Lead
Katie Youlton	Base Camp Phase Lead
Caitlin Ashton	EYFS Lead Teacher

## Teaching staff

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Caitlin Ashton	Primary Class Teacher
Leanne White	Primary Class Teacher
Megan Smart	Primary Class Teacher
Faye Wheatley	Primary Class Teacher
Beth Morris	Primary Class Teacher
Amy Summers	Primary Class Teacher
Alex Gallagher	Primary Class Teacher
James Hulley	Primary Class Teacher
Jamie Steels	Primary Class Teacher
Alex Tostas	Primary Class Teacher
Christopher Millwood	Primary Class Teacher
Seyram Dzokoto	Primary Class Teacher
Karena Caulfield	Primary Class Teacher
Michael Vanes	Primary Class Teacher
Sophie Duncan	Primary Class Teacher
John Tindale	Graduate Co-Teacher
Maxine Johnson	Graduate Co-Teacher
Imana Cosstick-Crumbie	HLTA
Edward Mensah	HLTA
Ellie Patterson	HLTA
Sahika Rashid	HLTA
Victoria Hodgson	HLTA
Jasveen Williamson	HLTA
Sahiba Younis	Teaching Assistant
Samantha Linley	Teaching Assistant
Nashida Leopold	Teaching Assistant
Louise Simpson	Teaching Assistant
Salma Rehman	Teaching Assistant
Diluni Premaranthe	Teaching Assistant
Sobia Shabir	Teaching Assistant

## Mountain rescue / learning support

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Aileen Dufton	Primary Mountain Rescue Mentor
Charlotte Minnikin	Primary Pastoral Mentor
Clifford Konadu	Sports Coach / Pastoral Mentor
Helen Simpson	Safeguarding and Wellbeing Officer (Primary Deputy DSL)
Jo St Ange	Safeguarding and Wellbeing Officer

## The academy week

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

### Example timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08.40 - 09.05	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
09.05 - 10.05	Reading / Phonics	Reading / Phonics	Reading / Phonics	Reading / Phonics	Reading / Phonics
<b>10.05 - 10.20</b>	<b>Break / Snack</b>	<b>Break / Snack</b>	<b>Break / Snack</b>	<b>Break / Snack</b>	<b>Break / Snack</b>
10.20 - 11.10	Maths	Maths	Maths	Maths	Maths
11.20 - 11.40	SPAG / Arithmetic	SPAG / Arithmetic	SPAG / Arithmetic	SPAG / Arithmetic	SPAG / Arithmetic
11.40 - 12.10	<b>Family Dining 1 Playtime 1</b>	<b>Family Dining 1 Playtime 1</b>	<b>Family Dining 1 Playtime 1</b>	<b>Family Dining 1 Playtime 1</b>	<b>Family Dining 2 Playtime 2</b>
12.10 - 12.40	<b>Family Dining 2 Playtime 2</b>	<b>Family Dining 2 Playtime 2</b>	<b>Family Dining 2 Playtime 2</b>	<b>Family Dining 2 Playtime 2</b>	<b>Family Dining 2 Playtime 2</b>
12.40 - 13.00	English	English	English	English	English
13.40 - 14.40	Science	Non-core curriculum	Non-core curriculum	Non-core curriculum	Non-core curriculum
14.40 - 15.10	Values Assembly	Non-core curriculum	Non-core curriculum	Non-core curriculum	Celebration Assembly
15.10 - 15.20	<b>Hometime preparation / story time</b>	<b>Hometime preparation / story time</b>	<b>Hometime preparation / story time</b>	<b>Hometime preparation / story time</b>	<b>Hometime preparation / story time</b>

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



# Mastery

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

## Teaching and learning

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

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

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

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

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

## Curriculum

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

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

- All students have access to a broad, balanced and coherent all through curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the whole curriculum.
- A curriculum which is knowledge rich and focuses on the EBacc and other high value qualifications.
- An extended curriculum ensures all students have access to catch-up, extension and enrichment.

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

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

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



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



## English

English involves students learning the skills of reading, writing, speaking and listening, spelling and handwriting. Through mastering all these disciplines, students will become confident and literate learners. Through careful planning, teachers ensure students learn how to write a range of different texts, from imaginative stories to factual reports. During their school life at Dixons Trinity Chapelton, students will have the opportunity to perform, learning vital speaking and listening skills will complement this. Our duty is to develop students who are confident readers, writers, speakers and listeners, and value these life skills and strive to improve them.

In Base Camp and Year 2, students learn to read using the Read Write Inc phonics programme. Through this programme, we ensure students become confident and fluent readers by teaching them the sounds that letters make and how to blend these together. Students continue to refine and practice their reading skills in daily Reading Reconsidered lessons in Lower and Middle Peak. This is a whole class approach to teaching students to read and comprehend a text. Reading is more than just comprehending a text; through Reading Reconsidered lessons our students learn to endure the power of reading. Students will read both fiction and non-fiction texts and begin to think more deeply about recurring themes in texts and authorial intent.

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



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

### **Modern foreign languages**

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

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

### **Mathematics**

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





### **Computing**

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

### **Music**

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

### **Personal development studies (PDS)**

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

### **Science**

Science helps students to understand the world in which they live. Students are given opportunities to ask and answer their own scientific questions, carry out experiments and test their ideas. It all begins in EYFS with a curiosity for the world around them.

### **Humanities**

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

### **Physical education**

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

### **Art and design**

Through quality provision and a wide range of resources, students learn how to paint, draw, craft and model. Students learn about artists, sculptors and designers. Essentially, students also learn how to evaluate and improve their work. Art is taught by subject specialist qualified teachers from Year 1.

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

### **Stretch**

Students in middle peak have the opportunity to speak publically and present to the class about a subject close to them. Stretch develops students' autonomy, oracy and confidence.

# The summits

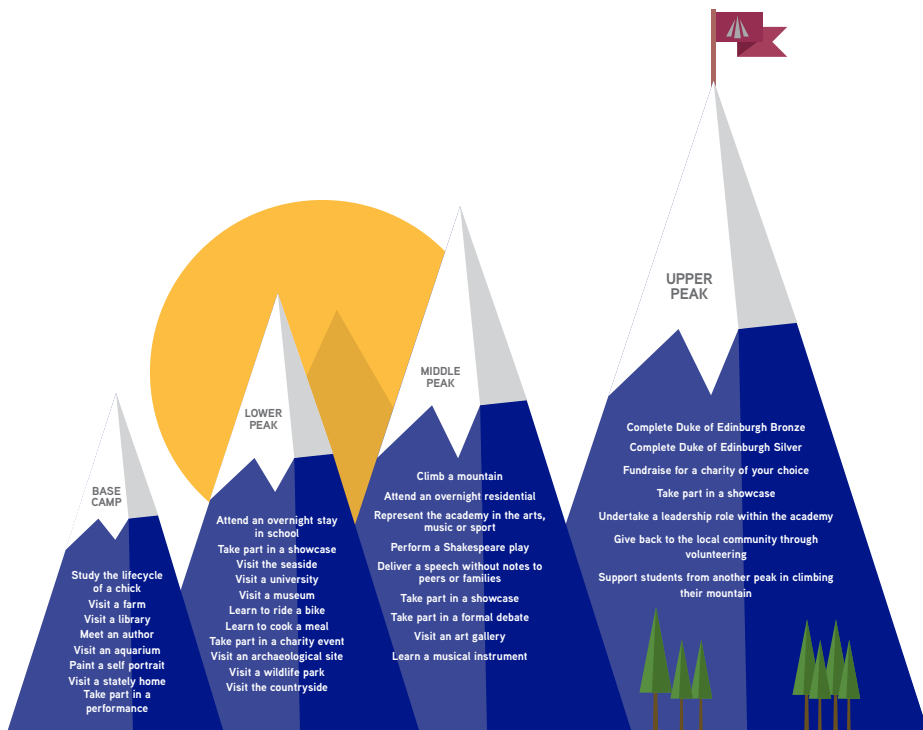
The summits are one of our distinctive features at Dixons Trinity Chapeltown and enhance and enrich the academic curriculum. They provide each student with a sense of purpose so they become well-rounded individuals who will thrive at university, in the professional world of work and ultimately, in life.

Throughout the course of their time at the academy, students will pledge to meet each of the following summits, which will enable them to gain confidence, learn new skills, develop a sense of pride, exercise leadership, meet new people and increase their sense of responsibility and commitment.

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

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

## The summits





### **Educational visits (expeditions)**

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

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

### **Homework**

The purpose of homework within the primary phase is:

- to develop an effective partnership between the school and parents / carers in helping to raise the achievement of students
- to reinforce and consolidate skills, particularly in literacy and numeracy

- to encourage students, as they get older, to develop the confidence and self-discipline needed to study on their own

### **Types of homework**

- students should complete at least 10 minutes DEAR (reading) every night. This is the most important homework a primary child can do in order to be fluent, efficient and to enjoy their reading.
- alongside reading, in Y1-Y6, your child will bring home weekly spellings to practise.
- in EYFS- Y4, your child should be accessing the weekly activities on Learning With Parents for you to engage together in practising the maths and English they have been learning in school.
- in Y5 and Y6, students are expected to log in to SATs bootcamp and complete the activities set by their class teacher.
- students in Lower Peak and Middle Peak should engage with Times Tables Rock Stars, an online platform, to build their times tables fluency.

# Autonomy

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

From the first day at Dixons Trinity Chapeltown, we nurture students' character by cultivating their learning habits, which are aligned to our values and drivers, and are actively promoted and modelled. To build character, we define the behaviour and habits that we expect our students to demonstrate so that they can thrive in our school and will have the skills to be successful in achieving our mission. Learning habits are the routines, behaviours, and expectations that we challenge students to achieve and support them to develop. We believe that as students practise these behaviours, over time, they will become habits that positively shape how they feel about themselves and how other people perceive them.

We have high expectations and expect our students to live by our learning habits, 100% of the time. If they do this, their hard work will be recognised. However, if any students need support to achieve the Learning Habits, we will work in partnership with families to ensure appropriate support is put in place.



## **Learning habit 1: we are on task and engaged**

### **Linked to the value of hard work**

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

## **Learning habit 2: we are ready to learn**

### **Linked to the value of trust**

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

## **Learning habit 3: we give a positive response**

### **Linked to the value of fairness**

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

## **Learning habit 4: we try hard and persevere**

### **Linked to mastery**

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

## **Learning habit 5: we make the right choice**

### **Linked to autonomy**

Students are encouraged to think about what motivates them, make the right choice, and become more self-directed. We will support them to feel empowered to make decisions, take responsibility for their actions and develop independence. Students demonstrating autonomy will be recognised and be given opportunities to take on age-appropriate responsibilities and tasks that positively contribute to our academy and community.

## **Learning habit 6: we take pride in ourselves and our academy**

### **Linked to purpose**

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

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

## Recognition

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

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




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





## Consequences

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



### Base Camp Consequences

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

## Lower Peak Consequences

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

## Middle Peak Consequences

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

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

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

## **Red Line**

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

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

- defiance
- serious physical altercations
- harassment
- bullying
- homophobic or transphobic comments or behaviour
- racism
- dangerous behaviour (including bringing illegal items into the academy)

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

## **Suspension**

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

## **Reintegration**

Following a suspension or Red Line families will be asked to take part in a reintegration meeting.

Expectations for behaviour will be re-clarified and systems put in place to support the student to make a successful return to school. All reintegration meetings will have minutes taken.

This supportive three-way conversation between families, students and the academy will aim to discuss the incident and agree targets to ensure students move forwards with climbing their mountains.

## Communication with parents

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

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



### **Earned autonomy**

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

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

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

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

Students who demonstrate good learning habits and display our values are recognised daily through verbal recognition. Every Friday, we choose a student from each class who has lived our values and demonstrated good learning habits. They will receive a certificate in our celebration assembly and parents are warmly invited to attend. As a Dixons school, we are proud of our academy and have 3 simple values that we live by every day. Dixons students behave well and responsibly at all times.

### **House system**

Each student will be assigned to a house as they move into lower peak (Year 2) and will remain in the same house throughout the duration of their time at Dixons Trinity Chapeltown. Their school tie and PE kit will reflect the colour of each house.

The four houses are named after notoriously difficult mountains to ascend. They are located in Europe (Pelvoux), South America (Acongagua), Africa (Tafelberg) and Asia (Makalu). During the primary phase, students will take part in inter-house competitions and events. The house system provides students with a sense of tradition, provides leadership opportunities and an increased feeling of identity, self-esteem and belonging.

## 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 or individual need. Our philosophy is to educate students as far as possible within the provision of the academy, which includes a strong teaching model and early intervention with extra teaching and individual attention for students who are finding it challenging and require additional support to reach the expected standards. Additional support for students is provided under the direction of the mountain rescue department which houses our individual needs co-ordinator, our special educational needs disability co-ordinator, family support team, pastoral mentors and the designated safeguarding team.

The mountain rescue department is for all students – be they have a physical disability, dyslexia, dyspraxia, have learning or social and emotional difficulties, or for students who need extra advice and support in order to make accelerated progress.

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

## Daily attendance

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

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

During the school day, all visitors must report to the academy office. Students who arrive late, after 8.40am, need to report to the academy office. We record student's punctuality and attendance and recognise this accordingly. We take punctuality seriously as, if a child is just 5 minutes late into class at the start of the day, this can affect them for the rest of the morning.

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

Please note that only emergency appointments for dentists, opticians and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments, a leave of absence form must be completed. This can be requested from reception.

## Dropping off and collecting students

Students attending free breakfast club need to arrive between 8am and 8.15am. Please note that our free breakfast club doors close at 8.15am. Dropping your child off at 8:30am will support them to complete reading quizzes prior to the school day and any interventions to set them up for the academy day. If you arrive after this time, you will need to wait with your child until they can access their classroom, from 8.30am. Collection is at 3:50pm (2pm on Fridays) and will be from classroom doors.

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

We are not permitted to allow an adult to collect a child unless we have **permission** from the child's parents. Please telephone the academy office if you are sending someone else to collect your child. For health and safety reasons, students in Base Camp and Lower Peak must be collected by an adult, and if they are being collected by a sibling



### **Leave of absence**

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

### **Religious leave of absence**

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

### **Appointments**

Parents have a duty to ensure their child of compulsory school age receives suitable full time education. Parents should let us know of any foreseen absences from school (e.g. hospital appointments) in advance. Please try to make routine dental and non-emergency medical appointments after school or during the holidays.

### **Illnesses during school time**

If your child becomes ill during the day, or has any serious accident at school, we will inform you or the emergency contact as soon as possible. If we are

unable to contact anyone and it is necessary for your child to go to hospital, they will be accompanied by a responsible adult.

We have trained first aiders in the academy who can deal with minor injuries. If your child bumps their head, you will be notified. If you would like more information, details of any incidents will be kept in the accident book.

### **Existing conditions**

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

### **Academy uniform**

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



## Compulsory Uniform

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Slate grey trousers / shorts / skirt / pinafore  
White collared shirt / blouse (plain with no detail)  
Academy jumper / cardigan  
Slate grey / black / navy socks  
Black / slate grey tights  
Plain black shoes (no embellishments)  
Plain and natural hair  
Plain black / navy hair accessory or academy scrunchy  
Dixons Trinity Chapeltown school bag  
House tie

## PE Kit

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

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

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

Students will also need a warm, waterproof coat in wintry weather. Reception Class students will need a pair of outdoor wellington boots.

### Shoes

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

### Hair

- Hair must 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 hard and prominent 'line-ups' or 'boxes'. Lines must not be shaved in the hair.

- Hair must not have a severe change of gradient
- Weaves are permitted as long as they match the natural hair colour. No hair dye is allowed.
- Long hair must be tied back for health and safety reasons. Hair bands, bobbles and clips should be plain black or navy, no other hair ornament is permitted.

**No jewellery is permitted** other than one plain watch.

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



## **Lunchtime**

Family Dining is a crucial part of academy life. We expect all students to eat the healthy meal provided by the academy at lunchtime.

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

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

## **Free school meals**

All students in EYFS, Year 1 and Year 2 are currently entitled to free school meals.

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

## **Snacks**

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

## **MCAS**

MCAS (My Child At School) contains an online payment system for schools. It's simple, safe and convenient and your child no longer needs to carry cash into school. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees.

## **What are the benefits to parents and pupils?**

- MCAS 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.
- MCAS will soon be announcing a SmartPhone App to make payments even more convenient.

## **What are the benefits to our school?**

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

# Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves.

This key driver will help us to establish a genuine 3-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Trinity Academy becomes a truly outstanding school and that we make a success of your child's education.

## Contact with families

Parents play a crucial role in ensuring their child achieves at the highest level, meets their targets and makes the most of their opportunities at the academy. We provide regular data for parents to ensure they have the latest information on their child's progress.

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

Other ways the academy may communicate with you:

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

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

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

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

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

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

## Contact

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

## Lost property

When students come to the academy we do request that all their possessions, including clothing, should be named, in order to facilitate returning found articles. All lost property should be handed in to Mountain Rescue. If a student loses any item he / she should ask in Mountain Rescue if it has been found. Please, in order for primary students to take responsibility for their own uniform and belongings, ensure that all of your child's clothing and personal belongings are clearly named.





### **Media, film and photographs**

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

If you do not wish your child to be photographed or filmed, for public relations purposes, please update permission using the Parental Consent tab on your MCAS app. If you have any queries in respect of this issue please call the academy.

### **Medical**

#### **Illness and allergies**

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

We have trained First Aiders in the academy who can deal with minor injuries. If your child bumps their head, we will send you a text message or call you. You will also receive a head bump note, which your child will bring home. If you would like more information, details of any incidents will be kept in the accident book.

#### **Existing conditions**

If your child has been diagnosed with an allergy or medical condition, please complete the medical form in your welcome pack. Please let us know of any major

illnesses or conditions suffered by your child (e.g. allergies, asthma, convulsions, diabetes, etc.) as soon as the illness is diagnosed.

#### **Medicines**

We have a number of first aiders on site who are qualified and able to administer some medication. To ensure all medicines are correctly stored, and correct documentation is received, we politely ask the following:

- All medicines and the correct medicine spoon must be handed into the school office (which opens from 7.30am) in the morning.
- The ‘Prescribed medication consent’ form must be completed and signed by a parent / carer.
- Medicine should be fully labelled with your child’s full name, class and date of birth.

Medicines must be collected from the main office and taken home each evening.

#### **Personal money**

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

#### **School travel plan**

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









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

#### **Car parking**

In the interests of the safety of children, parents are not allowed to bring their cars into the academy grounds either in the morning or at the end of the school day. When dropping students off or picking them up in the afternoon, please be respectful of the community and ensure you park safely and sensibly. This includes not parking on the yellow lines or double parking and therefore blocking in residents or other families.

#### **Causes for concern**

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

#### **Please note:**

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

#### **Leaving the academy**

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

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

## Home - Academy Agreement

The Dixons Difference is our relentless focus on student achievement, led by highly committed and highly professional staff. By creating a can-do, independent culture with an emphasis on self-discipline, we prepare our learners for future success in an ever-changing world. Our academies put students at their heart and work in close partnership with parents. We value diversity and cultivate happy schools, based on strong relationships, mutual respect, integrity and honesty.

### Dixons Trinity Chapeltown will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we set challenging targets for student to aspire to and review them regularly
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we provide reading books to inspire a love of reading
- we contact home if there are concerns about students' behaviour, progress or attendance
- we provide a wide variety of expeditions and experiences

### Parents / Carers will ensure that:

- your child attends every day, on time by 8.40am, unless they are ill. If your child is ill, you ring the school between 7.30am and 8.30am to report your child's absence
- you support the academy by collecting your child on time at the end of the academy day
- your child does not take extended family trips or holidays during term-time

- you support the academy's policies and regulations on behaviour and uniform including providing a PE kit and no jewellery
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you read with your child every day
- your child takes part in Family Dining
- you support your child in participating in extra-curricular activities
- you ensure your child takes part in all expeditions
- you attend all parent feedback meetings
- you provide medical evidence / documentation where appropriate
- your contact details are up-to-date and you let reception know if your contact details change
- you pay for the replacement of any books or equipment your child loses or damages

### Students will ensure that they:

- work hard and expect to learn in every lesson and around the academy
- attend regularly, arrive on time and wear the correct uniform
- behave responsibly both at the academy and travelling to and from the academy
- read every evening and complete any tasks set to the highest standard
- treat all adults and students with respect
- be polite at all times
- respect the academy building and equipment and leave all rooms tidy after using them
- do not undermine the safety of others
- take letters and messages home and deliver them to their parents / carers
- take an active part in the academy life by pledging to meet the summits

Failure to keep to the Agreement will result in disciplinary action and ultimately a loss of place at Dixons.

Student name: .....

Student signature: ..... Date: .....

Parent / carer signature: ..... Date: .....

Principal signature: ..... Date: .....





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