



**DIXONS
BROADGREEN**
ACADEMY

Family Handbook
2024/25



Everyone
matters,
everyone
achieves.



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 Literacy
- 17 Modern Foreign Languages
- 17 Personal Development Studies
- 17 Health and sex education
- 18 The summits
- 18 Homework
- 19 Equipment

Autonomy

- 20 Learning habits
- 22 Sanctions
- 23 Advisory
- 23 Individual needs
- 23 Daily attendance
- 23 Absence
- 23 Leave of absence
- 24 Dress code
- 26 Student planner
- 26 Lunchtime

Purpose

- 28 Contact with parents / carers
- 28 Lost property
- 30 Media, film and photographs
- 30 Smart technology
- 30 Personal money
- 30 School travel plan
- 30 Causes for concern
- 30 Leaving the academy
- 31 Home / Academy Agreement

Welcome to Dixons Broadgreen Academy

At Dixons Broadgreen Academy, our mission is to provide all students with a first-class education; one that opens every door in their adult life to maximise their life chances in the future. We are committed to empowering every individual and fulfilling our mission of ensuring every student succeeded at university or real life alternative, thrived in a top job and lived their best life.

Students and staff are committed to three core values that underpin who we are and how we behave:

1. Work hard

We do whatever it takes for as long as it takes and never give up.

2. Have integrity

We do the right thing because it's the right thing to do. We support each other without excuses.

3. Be fair

We play by the rules; we are polite, courteous and fair in all we do.

Academy life is the embodiment of these values, and they underpin every routine and interaction.

The highest of expectations delivers the best outcomes and improves the lives of young people, so we are relentless in our work with students and families and this requires dedication and support from all members of our school community. We work hard, uphold our standards, treat everyone fairly, and behind everything we do is the conviction that education and high expectations are the recipe for success.

We will always do our best for our students to provide an outstanding all-round education, yet at the same time we acknowledge that 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.

Rachael Fidler
Principal

Our mission is to ensure every child succeeded at university or a real alternative, thrived in a top job and lived their best life.



CRITICAL QUESTIONS

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 create joyful, rigorous, high performing schools, which maximise attainment, value diversity, develop character and build cultural capital

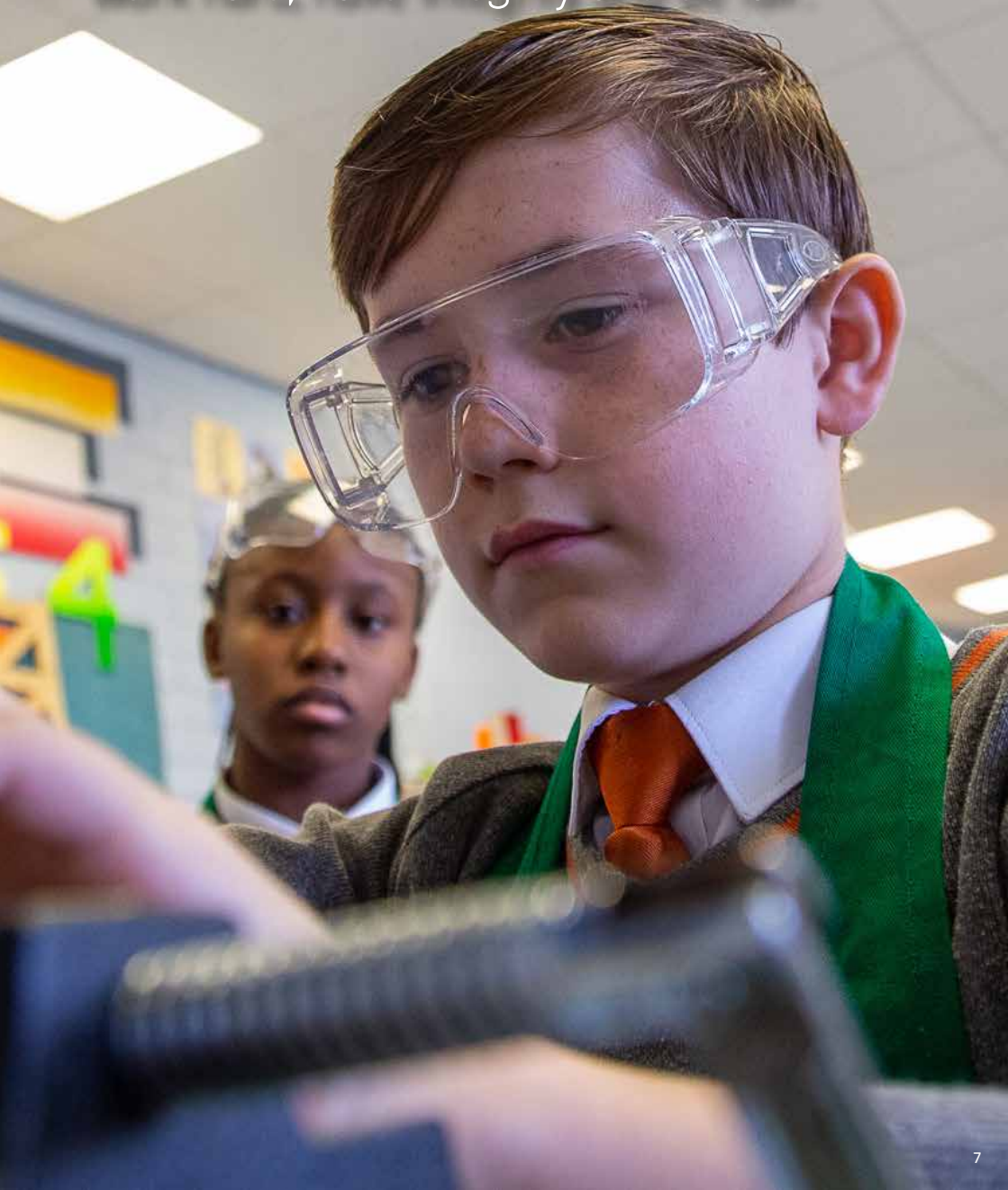
How will we succeed?

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

At Dixons Broadgreen Academy, we ask students to live our core values: work hard, have integrity and be fair.





The Peaks

Dixons Broadgreen Academy is a secondary school serving students aged eleven to eighteen located in the area of Broadgreen in Central Liverpool. During their seven years with us, students move through three 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.

Lower peak – independent students Year 7, Year 8, Year 9

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 primary students as they embark on the secondary phase of their education - 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. Year 7 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.

Middle peak – expert students 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 fulfilment 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. The driver of purpose is manifested through student leadership as students from middle 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 upper peak and beyond.

Upper peak – specialisms in Year 12, Year 13

Students in our sixth form provision are supported in their specialisms in readiness for university, real life alternatives and top jobs.

In this peak, students will have narrowed their subject choices to those best suited to adult life and the career pathways they are heading towards. Independent study based around tailored specialised courses supports academic and personal development and allows students to master the best of what has been thought and written in their chosen fields. Co-curricular electives remain an important part of their life at the academy. The driver of purpose continues to manifest through student leadership opportunities as students from upper peak support their younger peers in a variety of ways. Upper peak students will receive solid support throughout by a team of experienced staff during their time at the academy. By the end of this phase, students will be prepared to enter university life, a high level apprenticeship or a top job.

Term and holiday dates 2024/25

Term 1: Monday 2 September to Friday 18 October 2024

Half term - Monday 21 October to Friday 1 November 2024

Term 2: Monday 4 November to Friday 20 December 2024

Half term - Monday 23 December 2024 to Friday 3 January 2025

Term 3: Monday 6 January to Thursday 13 February 2025

Half term - Monday 17 February to Friday 21 February 2025

Term 4: Monday 24 February to Friday 4 April 2025

Half term - Friday 7 April to Friday 18 April 2025

Term 5: Tuesday 22 April to Friday 23 May 2025

Half term - Monday 26 May to Friday 30 May 2025

Term 6: Monday 2 June to Friday 18 July 2025

Half term - Monday 21 July 2025 onwards

Additional holidays not included above

Monday 26th August 2024 - bank holiday

Friday 18th April 2025 - bank holiday

Monday 21st April 2025 - bank holiday

Monday 5th May 2025 - bank holiday

Staff data and planning days (non-student days)

Tuesday 27 August - Friday 30 August 2024

Thursday 14 November - Friday 15 November 2024

Friday 14 February 2025

Thursday 6 March - Friday 7 March 2025



Key staff

Senior leadership team

| | |
|------------------|---|
| Mrs R Fidler | Principal / Teacher of Spanish and French |
| Mr F Gee | Vice Principal / Teacher of Science |
| Mr N Hughes | Vice Principal / Teacher of RE |
| Dr J Moore | Vice Principal / Teacher of Science |
| Mr K Eastham | Assistant Vice Principal / Teacher of MFL |
| Miss L Idris | Assistant Vice Principal / Teacher of English |
| Mr M Eccleshare | Assistant Vice Principal / SENCO |
| Mrs S Rittenberg | Assistant Vice Principal / Teacher of Maths |
| Mr M Owen | Head of Sixth Form |
| Mr C Lamb | Associate Assistant Vice Principal |

Key associate staff

| | |
|--------------|------------------------|
| Mr G Lunt | Pastoral Administrator |
| Mr D Sabino | Head of Year |
| Mr A Higham | Head of Year |
| Mr L Wilson | Head of Year |
| Mr R Powell | Head of Year |
| Miss B Burns | Head of Year |

Safeguarding

We have an extensive pastoral team dedicated team to supporting all aspects of your child's wellbeing and we are committed to safeguarding and promoting the wellbeing of all children regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background. The school provides a caring, positive, safe and stimulating environment that promotes spiritual, moral, social and cultural development.

Safeguarding is everyone's responsibility. We recognise that all adults in school have a full and active part to play in protecting our children from harm, and that the child or young person's welfare is our paramount concern. We ensure that everyone understands their roles and responsibilities in respect of safeguarding and is provided with appropriate training to recognise, identify and respond to safeguarding concerns relating to young people.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child or young person's welfare. We will ensure that concerns about our children are discussed with their parents/carers, unless we have reason to believe that such a move would be contrary to the child's welfare. Confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.

Our safeguarding teaching and learning delivered through Personal Development Studies (PDS), Morning Meeting and the wider curriculum, helps children stay safe, recognise when they don't feel safe and identify who they might/can talk to. Suitable support and guidance is provided so that students know they have a range of appropriate adults to approach if they feel in need of assistance.

We ensure safeguarding practice at Dixons Broadgreen Academy reflects statutory responsibilities, government guidance and complies with best practice.

We have a dedicated team of specially trained adults in school who support safeguarding. If you have concerns about a child's welfare, you should contact one of our Safeguarding Team, shown below:

| | |
|----------------------|--|
| Dr. Jonathan Moore | Vice Principal and Designated Safeguarding Lead (DSL) - jmoore@dixonsba.com |
| Mrs. Rachael Fidler | Principal and Deputy DSL - rfidler@dixonssat.com |
| Mr. Nick Hughes | Vice Principal and Deputy DSL - nhughes@dixonsba.com |
| Mr. Frank Gee | Vice Principal and Deputy DSL - fgee@dixonsba.com |
| Mrs. Janis Griffiths | Safeguarding Officer and Deputy DSL - jgriffiths@dixonsba.com |

Our full safeguarding policy is available on the school website or by request.

The academy week

At Dixons Broadgreen, we operate a longer working day Monday to Thursday. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding. There are no shortcuts to success. At Dixons Broadgreen, we operate a longer working day Monday to Thursday. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding. There are no shortcuts to success. We will operate a two week timetable so parents must be aware that lessons will not necessarily be on the same day each week – Particularly important for PE.

Year 7, 8 and 9

| | |
|-----------------|--------------------|
| 8.00 - 8.15am | Breakfast - Bistro |
| 8.20 - 8.45am | Morning Meeting |
| 8.45 - 9.35am | Lesson 1 |
| 9.35 - 10.25am | Lesson 2 |
| 10.25 - 10.45am | Break |
| 10.45 - 11.35am | Lesson 3 |
| 11.35 - 12.25pm | Lesson 4 |
| 12.25 - 12.55pm | Lunch (Y7 and Y8) |
| 12.55 - 1.25pm | Advisory - DEAR |
| 1.25 - 2.15pm | Lesson 5 |
| 2.15 - 3.05pm | Lesson 6 |

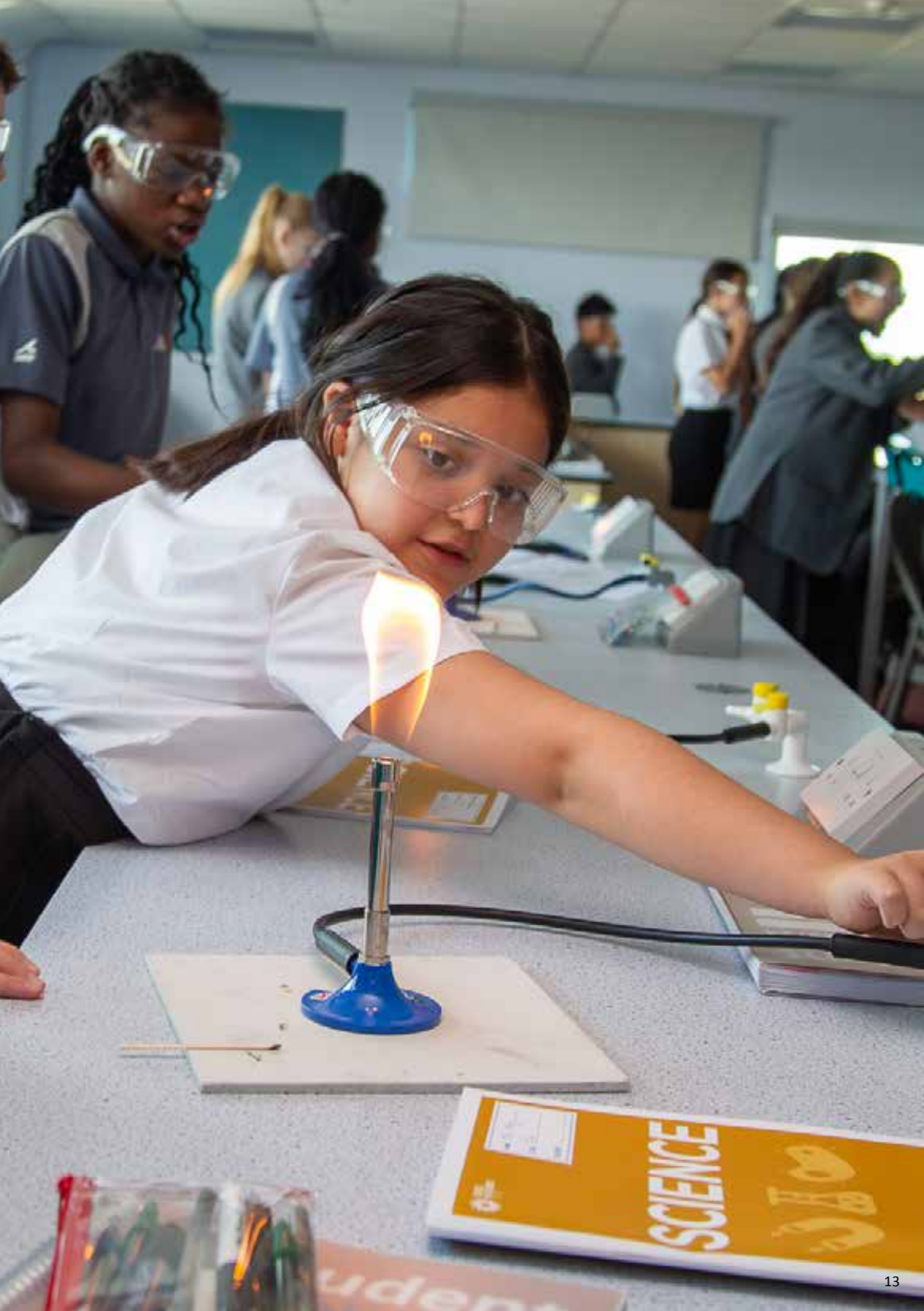
Year 10, 11, 12 and 13

| | |
|-----------------|------------------------------|
| 8.00 - 8.15am | Breakfast - Bistro |
| 8.20 - 8.45am | Morning Meeting |
| 8.45 - 9.35am | Lesson 1** |
| 9.35 - 10.25am | Lesson 2 |
| 10.25 - 10.45am | Break |
| 10.45 - 11.35am | Lesson 3 |
| 11.35 - 12.25pm | Lesson 4 |
| 12.25 - 12.55pm | Advisory - DEAR |
| 12.55 - 1.25pm | Lunch (Y9, Y10, Y12 and Y11) |
| 1.25 - 2.15pm | Lesson 5 |
| 2.15 - 3.05pm | Lesson 6 |

- All students must arrive at the academy by 8.15am at the very latest to join line up at 8.17am
- All students begin their day with Morning Meeting which includes: retrieval practice; literacy and numeracy; strengthening of school culture; value expectations reset; and appreciations / recognition
- Same day corrections (detentions of up to 90 minutes) start at 3.05pm on Monday to Thursday; and 2.15pm on Friday

*DEAR - Drop everything and read

**Personal development skills (PDS) and careers information and guidance (CIAG) will be delivered during period 1 on Thursday



SCIENCE

udent

Mastery

Mastery is the urge to get 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 Broadgreen Academy, 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 attainment, and by offering the very best teaching and support. Our practice is thoroughly rooted in our three core values: work hard, have integrity and be fair.

At Dixons Broadgreen Academy, 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 use schemes of work and lesson plans, we value knowledge, skills and understanding.

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

We expect all students to make outstanding progress over their time at Dixons Broadgreen Academy. This will result in nearly every student succeeding in achieving at least eight good GCSEs including English and mathematics; the majority will achieve the English Baccalaureate.

Curriculum

The start of secondary school marks an exciting phase in the lives of our students as they build on fundamental knowledge learnt during their primary education forming ever wider and deeper schema. Students study English, mathematics, science, French or Spanish, geography, history, religious education, art and design, computing, music, drama and physical education. In Year 9, students can study the same range of subjects as in Year 7 and 8 as well as start to specialise in their examined subjects.

Our GCSE curriculum is broad and balanced with a strong core in the EBacc - English, mathematics, science, French, Spanish and history, geography. As well as the EBacc, all students take core PE and can choose three further options from a range of high value subjects such as: computing, art and design, music, and sport. Our five-year secondary phase curriculum is designed to be ambitious and as broad as possible for as long as possible so that students engage with the best of what has been thought and said; as such, they acquire powerful knowledge that builds wider cultural capital. Our curriculum is designed so that students can master the basics as well as offer more flexibility so that teachers can tailor their teaching to students' needs and aspirations.

We value each other.
We promote the hopes,
qualities and achievements
of every member of
our community.



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

- All students have access to a broad, balanced, and coherent curriculum that supports learning.
- A strong core ensures that basic skills are embedded at an early stage so that students are able to access the wider curriculum.
- A 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.

Subjects studied and time allocations

The table below displays the weekly allocation of lessons per subject:

| Weekly lesson allocation | | | | | |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
| English | 6 | 5 | 5 | 5 | 5 |
| Mathematics | 6 | 5 | 5 | 5 | 5 |
| Science | 4 | 4 | 4 | 5 | 5 |
| History | 1 | 2 | 2* | 3* | 3* |
| Geography | 1 | 2 | 2* | 3* | 3* |
| RE | 1 | 1 | 2 | 2 | 2 |
| Spanish / French | 2 | 2 | 2 | 3* | 3* |
| Computing | 1 | 1 | 1* | 2* | 2* |
| Art | 1 | 1 | 1* | 2* | 2* |
| Technology | 1 | 1 | 1* | 2* | 2* |
| Performing Arts | 1 | 1 | 1* | 2* | 2* |
| Psychology | 0 | 0 | 1* | 1* | 1* |
| Photography | 0 | 0 | 1* | 1* | 1* |
| Music | 1 | 1 | 1* | 2* | 2* |
| PDS | 1 | 1 | 1 | 1 | 1 |
| PE | | | 1* | 2* | 2* |
| Core PE | 2 | 2 | 2 | 1 | 1 |
| Total | 29 | 29 | 29 | 29 | 29 |

* The asterisk shows which subjects are included in options. Students will study all subjects in Year 9, although they will have additional lessons in the subjects selected during Year 8 options. Students start their GCSE or BTEC courses in Year 10.

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 because reading, writing, speaking and listening are 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. Read daily in advisor groups and independently at home (reading)**
- 2. Speak in full sentences and no slang (speaking)**
- 3. Track the speaker/s (listening) and respond to questions (speaking)**

Each day, there is also a 30-minute session of DEAR (drop everything and read). Students read a combination of non-fiction and fiction texts which support their literacy and knowledge of the wider world. DEAR is a key part of the school's literacy strategy, and the students' personal development curriculum. Advisors read aloud to their classes, as well as asking students to read. Students are not permitted to opt-out; less confident readers are encouraged to read an amount which is appropriate to their ability and confidence, with advisors supporting as necessary. It is expected that students will read for at least 30 minutes each evening.

Modern Foreign Languages

At Dixons Broadgreen Academy, French and Spanish are offered as the core languages. The language that Year 7 - 9 students study, for the most part, will be informed by the language they have previously studied during the primary phase of their education.

Both French and Spanish are major world languages – their combined first-language speakers total over 550 million. We are firm in our belief that studying a modern foreign language will improve our students' problem-solving and critical-thinking skills, will make them more employable in the future, and give them an enhanced connection to the wider world.

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

Personal Development Studies

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). PDS develops students' understanding of British values and prepares them for the modern world.

Health and sex education

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

Co-curricular

Our co-curricular programme will enable students to commit to the wider life of the academy and immerse themselves fully in our culture.

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

We also have clubs as part of our enrichment timetable which are not linked necessarily to individual subjects, for example, Be Her Lead club (for young women to share experiences and discuss issues in a safe space), Equality and diversity club and eco-warriors club.

The summits

The summits are one of our distinctive features at Dixons Broadgreen Academy 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 our 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 Year 7 through to Year 11. They are also important milestones for each child and create valuable experiences which support their learning in other areas.

Educational visits and outdoor education

Dixons believes in developing the whole child, including their wider experiences to develop their cultural capital. To that end, during a year and as we grow our culture over time, there will be a wide variety of educational visits available to the students. These will range from local visits within lesson time to nearby places of interest, to residential activities further afield.

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

As part of the academy life and the national curriculum, all students must take part in and experience a variety of outdoor activities. It is our aim to that all students in Years 7, 8 and 9, experience a residential activity (for up to three nights) and that **every student participates** in these experiences.

Homework

In Year 7 - 9, students should complete 90 minutes of

homework per evening.

In Year 10 - 13, students should complete at least 2 hours of homework per evening.

Types of homework

Students in Year 7-11 will complete look, cover, write, check homework using 100% sheets (provided by the school). Students must use look, cover, write, check to learn the content of a given section of their 100% book each evening (provided by the school). 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 by ticking the emboldened words (more information can be found on the academy website). Students will sit a weekly test every Friday in Morning Meeting, to determine if the revision is being completed accurately. Failure to submit look, cover, write, check homework in Morning Meeting will result in a same-day 20 minute correction.

All students will receive a weekly Sparx Maths homework which must be completed by the deadline given to them each week. Sparx assignments will take approximately 40 minutes to complete. Failure to complete a Sparx Maths homework will result in a same-day 40 minute correction.

All students will be given additional homework assignments in all subjects via Seneca Learning (our online platform) which will mirror the curriculum. Seneca Learning homework is optional and will serve only to reinforce the learning which has taken place in class or prepare students for future learning. Approximately 4 hours of homework will be set for students to complete in Seneca Learning each week to support with their learning. Students are given appreciations for extra homework completed.

How to support with your child's homework

Please encourage your child to complete their look, cover, write, check homework to the best of their ability as this method has been proven to be effective in helping with the retention of powerful knowledge in long term memory.

It is important that you encourage your child to read challenging books. Your child's advisor will be able to help support the selection of a challenging book.

Alongside reading, your child should be revising from



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

There are also two key websites that you can refer to for additional learning opportunities for your child. For mathematics, we use Sparx Maths, for English, and Science Seneca Learning. 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:

- two black pens
- two green pens
- black whiteboard pen
- pencil
- rubber
- ruler
- clear, plastic pencil case
- scientific calculator
- a prism

- a reading book

Mathematics:

- calculator – a Casio FX83GT X (calculators can be purchased through the equipment shop at a reduced price)

The following items will be useful to have at home:

English:

- an English dictionary and thesaurus

Languages:

- a French or Spanish dictionary

We will insist that every child carries an appropriate pencil case, their planner, the right exercise books, a reading book, 100% book and textbooks (where relevant) to every lesson. At first, you could help by packing bags with your child, but you should expect them to check their timetable each night and learn for themselves very quickly.

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

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 Broadgreen Academy, your child will be expected to pick up and keep our 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 or a real alternative.

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.

Learning habits

Here are the six habits that we will insist on, day-in and day-out:

Positive response

Like a referee, sometimes teachers get things right and sometimes wrong, but they do their best with the information they have at the time. However, it is totally unacceptable for a child, as with a sports person, to disrespectfully answer back or question a decision in front of a class. It stops others from learning, and it undermines all respect for the teacher. This is a very bad learning habit to get into. Responses must be positive and fair for all parties involved.

Uniform

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

Homework and deadlines

We will insist on all homework being completed on time and to a good standard, neatly and with pride. Please see the homework timetable in your child's 100% book. Please sign the planner weekly. To support students completing the homework, we offer a weekly homework club and we also open a space to complete homework at lunchtime, break time and before school. No child, therefore, has any reason not to do it.

On-task

We will insist on focused learning in class. When a teacher has carefully planned a lesson and other students are trying so hard, it would be unfair for a child to cause a distraction from learning for themselves or others.

Punctuality

We will insist on punctuality to school and to each and every lesson. Every child should be ready for line up and Morning Meeting, with all of the equipment they will need, by 8.20am each day. A child will be considered late if they do not arrive within three minutes of the start of each lesson. Please support this by keeping to bedtimes and preparation time in the morning before school. Your child will worry about this at first, but s/he will soon pick up the good habit.

All students work hard every day to achieve great outcomes and to secure a better future for themselves and others.





Sanctions

We are a warm and strict school. We believe that it is essential to create a warm and welcoming environment where all students feel safe, respected, and valued. We believe every student has the potential to succeed, and we are committed to supporting and nurturing each student to reach their full potential. However, we also believe that high standards of behaviour are essential for creating a positive learning environment. Our school has clear expectations for student conduct, and we are committed to upholding those standards. We believe that this is essential for ensuring that all students can learn and thrive.

Everybody makes mistakes. However, if the expectations are clear and adequate support to reach the expectation is given, then a repeated mistake becomes a conscious choice. That is what the sanction system seeks to address with clear consequences which are designed to be fair, consistent, and proportionate.

The system is simple. For each poor choice, there is a consequence. Each time a student does not adhere to a learning habit, they will receive a correction (detention) which they are required to attend straight after school.

Therefore, the following applies:

1 broken habit = 20 minute correction

2 broken habits = 30 minute correction

3 broken habits = 60 minute correction

There are no exceptions to this simple system. Additional sanctions may be required for persistent poor behaviour.

A student may spend the day isolated from the rest of the school community to reflect on their behaviour. The consequences of missing a second correction, quite rightly, will be very serious and could result in exclusion.

Parents and carers can monitor their child's attendance, appreciations, and sanctions via the MCAS app.

For the consequence system to work, parental support is essential. Most parents love the correction system. Until their child gets one. It will be an inconvenience, but that is the point.

Our habits and behaviour system sets expectations and creates accountability for our students and their choices. When our parents reinforce these expectations at home, more often than not, students will understand and follow the habits consistently. This shared understanding fosters a welcomed partnership between us and the home. A collaboration which is critical to ensuring outstanding outcomes for our children and the wider school community. When we truly have a three-way partnership between school, yourself, and the child, that is when we really see the students flourish.

It is ok if you feel your child may struggle to meet our expectations. Rest assured that we never let a student flounder. The best way to avoid any concern is to discuss the learning habits with your child and make sure the family works together to ensure a smooth

transition. For example, an agreed time and place to do homework or deciding an evening routine to ensure they are organised for the next day. Making sure your child picks up the learning habits and sticks to them every single day is the best way to support your child and the school. Please use some of the summer to get them into the right frame of mind.

We will never lower our bar for any of our students as that is not fair on those students, or the others getting it right around them.

Advisory

All students have an advisor who they see during DEAR (drop everything and read) each day. At least three times each year, students will meet with their advisor to review their progress and to determine next steps in their learning.

You are welcome to contact your child's advisor with any issues you wish to discuss. Please telephone the academy or email to arrange a call or an appointment with them.

Individual needs

The academy encourages high aspirations, high motivation and high achievement for all. This vision applies equally to students with any 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 SEND department.

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

Our 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 SEND 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 wishing to stay after school to complete homework must be in the designated areas. Alternatively, they must be registered at one of the published subject catch-up sessions or optional co-curricular sessions.



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.

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 this can be requested through the attendance team and leadership.

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

Leave of absence

Leave of absence during term time is no longer permitted. If there is an emergency situation, you would need to book a meeting with the principal or a member of the leadership team 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.

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 an LOA with a reply slip, which parents need to complete and return.

Dress code

As with all schools, the academy has a dress code that all students are expected to follow. There is an emphasis on being clean, tidy and presentable. We are preparing students for the professional world of work. 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. Failure to adhere to the uniform policy will result in a correction. The current full uniform expectation is stated below. Should you have any questions or concerns about any item of the dress code, please contact your advisor, we are happy to give advice where needed – and we would always prefer to help families avoid unnecessary purchases of items that are not permitted. Small quantities of second-hand uniform items can be purchased from us. Please enquire at reception if you are interested in this.

The Key Stage 3 uniform (Year 7 - 9) consists of the following:

- graphite grey Trutex blazer with logo
- white shirt (no coloured garments underneath the shirt)
- copper clip on tie with school logo
- grey or black V neck jumper with a copper V (optional item)
- black knee length skirt (at least one pleat or two); students in Year 8-9 who already have a pleated, kilt style skirt, may wear that to save on cost
- black pinafore knee length (optional item)
- black tailored trousers – jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers / trousers which gather at the ankle are not considered appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor
- girls can opt to wear plain black shalwar kameez or tunic with a white blouse / shirt with the academy blazer over the top
- if socks are visible under trousers, they should also be plain black (no ankle socks should be worn under

trousers)

- all socks with skirts should be plain black as a solid colour and either ankle or knee-length. Socks with a small bow at the side are permitted
- hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured
- shoes must be professional, polishable, and entirely plain black, (not dark brown), laces must be fastened and be plain black. Heels, boots and trainers are not acceptable. It should be noted that shops will often sell 'school shoes' which are casual or in a trainer style. Such shoes will not be acceptable. Students wearing the wrong footwear will be asked to change into academy footwear
- any student wearing jewellery, other than a watch, will be asked to instantly remove it and it may be confiscated until the end of day. 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 is inadmissible. Plasters cannot be worn to cover piercings
- no make-up or nail varnish at any time
- hair should be appropriate to a place of work i.e. no unusual styles or colours, shavings or patterns. Hair must be of a natural colour. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain, no other hair ornament is necessary
- belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers or shirts
- school bag – black rucksack big enough to fit in an A4 lever arch file so students can carry all their equipment
- outdoor jackets or jumpers or cardigans other than school uniform, should not be worn at any time inside the classroom
- hats, hoods and caps need to be removed before entering the building

The Key Stage 4 Uniform (Year 10 - 11) consists of the following:

- formal suit jacket or blazer in choice of black, grey or navy blue. White shirt or blouse, no coloured garments are to be worn underneath the shirt – copper, green, blue, maroon (tie is optional for girls, they may choose to wear a blouse with no tie)
- boys and girls trousers should be black, grey or navy blue to match the suit jacket and tailored; jeans / tracksuits / leggings / very flared trousers / very tight trousers / knee length trousers / trousers which gather at the ankle are not considered

appropriate wear. Jeans are defined as trousers with patch pockets and rivets. Trousers should not trail on the floor

- skirts should be black, grey or navy blue, knee-length, straight or A line fit.
- pinafores should be knee length, plain black, grey or navy.
- jumpers should be black, grey or navy blue with a V neck to match the suit in a plain solid colour (optional item).
- if socks are visible under trousers, they should be plain black, grey or navy to match the suit as a solid colour (optional match, black as standard).
- shoes must be professional, polishable, and entirely plain black, (not dark brown). Heels, boots and trainers are not acceptable. It should be noted that shops will often sell 'school shoes' which like a casual shoe or trainer in style. Such shoes will not be accepted. Students wearing the wrong footwear will be asked to change into academy footwear. Laces must be fastened and be plain black
- all socks with skirts should be plain black, grey or navy to match the suit as a solid colour and either ankle or knee-length. Socks with a small bow at the side are permitted
- make up, if worn, should be entirely discreet. No nail varnish, false lashes or bold make-up at any time
- students may wear a single stud earring, in each ear, and a watch. Any extra will be asked to be instantly removed and it may be confiscated until the end of day. 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 is inadmissible. Plasters cannot be worn to cover any piercings
- hair should be appropriate to a place of work i.e. no unusual styles or colours, shavings or patterns. Hair must be of one natural colour. A student may be asked to tie hair back for health and safety reasons. Hair bands should be plain, no other hair ornament is necessary
- black school bag – big enough to fit in an A4 lever arch file so students can carry all their equipment
- hats, hoods and caps need to be removed before entering the building
- belts, if worn, should be plain black and not worn as a 'fashion statement' over jumpers or shirts
- hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured
- outdoor jackets or jumpers or cardigans other than

school uniform, should not be worn at any time inside the academy

The Key Stage 5 Dress Code (Y12 - Y13) consists of the following:

- we expect students to adopt a professional approach to their studies and their conduct around the academy. This includes how our students choose to dress
- we require students to dress in an appropriate way for a focused, academic and professional environment. Students can choose what to wear to attend the academy if it is suitable and not dirty, distracting or offensive



- the principal, vice principal and head of sixth form have the right to determine if clothing is suitable. Students must be dressed to study and to work comfortably and should ensure they are sufficiently covered for a learning environment
- for all students, Dixons Broadgreen Academy Sixth Form lanyards must be worn around the neck with the strap clearly visible and not tucked into clothing while on the academy premises. Photo ID cards must be displayed in lanyards with the photo ID clearly visible. Students must not cover their face while on the school premises for identification and clear communication purposes
- coats should be taken off in lessons, though teachers may grant exceptions in cold weather. An appropriate sports kit of students' own choosing is required for participation level sporting lessons or enrichments. Students that choose competitive sporting enrichments must purchase Dixons Broadgreen Academy branded training kit for travelling to and from fixtures and training sessions as directed
- for certain celebratory events, more formal clothing may be expected. Students on work experience placements, community care placements, volunteering in trust schools or similar academy-

organised and approved activities must be suitably dressed in accordance with the placement requirements

- we also want to provide guidance about what 'suitable for a focused, academic and professional environment' means in practice. The list below has examples of some things that would not be appropriate, but it is not a complete list of all clothing items that may be deemed inappropriate
- flips flops / sliders or footwear with impractical heels
- skirts, shorts or tops that are not suitable for a place of work
- clothing with political slogans or images that may offend
- make-up, if worn, should be discrete
- should conflict arise between staff and students regarding dress, we would expect students to conduct themselves in a professional manner during any conversations and repeated incidences of inappropriate dress would become subject to our intervention procedures. Any questions regarding the dress code for KS5 should be directed to the head of sixth form

What is the PE Kit?

The PE Kit is a bespoke kit designed in collaboration with the PE Department at Broadgreen in consultation with the students.

The core kit consists of an Akoa label gunmetal grey buttoned polo shirt (with the school logo) which has lighter grey and white inserts. The skirt or shorts and PE socks are in the same design, see below for the sample design board.

To support students during the colder months, optional items also include a Dixons Broadgreen Academy track suit and plain black base layers (no logos) to be worn underneath their Dixons Broadgreen Academy PE kit core items.

PE lesson days – what to wear

If students have a PE lesson, they should come to school wearing their blazer and full PE kit. The only non-Dixons Broadgreen Academy items allowed to be worn are their plain black base layers and their outdoor coat during social time.

How will it work and who are the approved uniform retailers?

The approved uniform retailers are West Derby

Schoolwear / KidsKirkby Ltd
(online: alphaschoolwear.com)

Trutex on London Road is also an available retailer. Core uniform items (skirt, trousers, pinafore and socks) could also be purchased from Laser Schoolwear (London Road) and other retailers.

What will GCSE PE students wear?

GCSE PE students will wear the school PE kit in lessons and girls will have the option of Akoa branded black leggings and / or the additional items of a black / white quarter zip top and slim fit jogging trousers. All items can be ordered from the approved retailers.

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 lost or defaced, a student will be expected to replace the planner at a cost of £5. They can purchase their new planner from the equipment shop.

Lunchtime

There are a range of healthy options to accompany the meals offered, followed by dessert or fresh fruit choices. All students are expected to be seated at tables for lunch and are expected to eat the food provided or bring their own healthy packed lunch. The menu is reviewed regularly and student feedback is welcomed via the students leadership.

Students may bring a healthy snack for break; however, students are not allowed to bring in sweets, chocolate, crisps or fizzy drinks. If a student brings in anything forbidden by the academy, items will be confiscated, and students will receive a sanction. Chewing gum is not permitted. A correction will be issued for chewing gum. If students are unsure whether a snack is classed as healthy, they should consult a teacher or a member of SLT before eating it in the academy.

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 students?

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

What are the benefits to our school?

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

Purpose

Purpose is doing something that matters, doing it well, and doing it in the service of something larger than ourselves. This key driver will help us to establish a genuine three-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons Broadgreen Academy becomes a truly outstanding school and that we make a success of your child's education.

Contact with parents / carers

Parents play a crucial role in ensuring their child achieves at the highest level, meets their goals 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. 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 are sent home twice a 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:

Email and texting services: used to pass information to parents and carers 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.)

MCAS App: used to communicate with parents and carers. The app allows families to access attendance, behaviour and academic data. MCAS will also give you access to messages from school your child receives a correction. Please download to your mobile phone and set up an account following the instructions provided by the academy.

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.

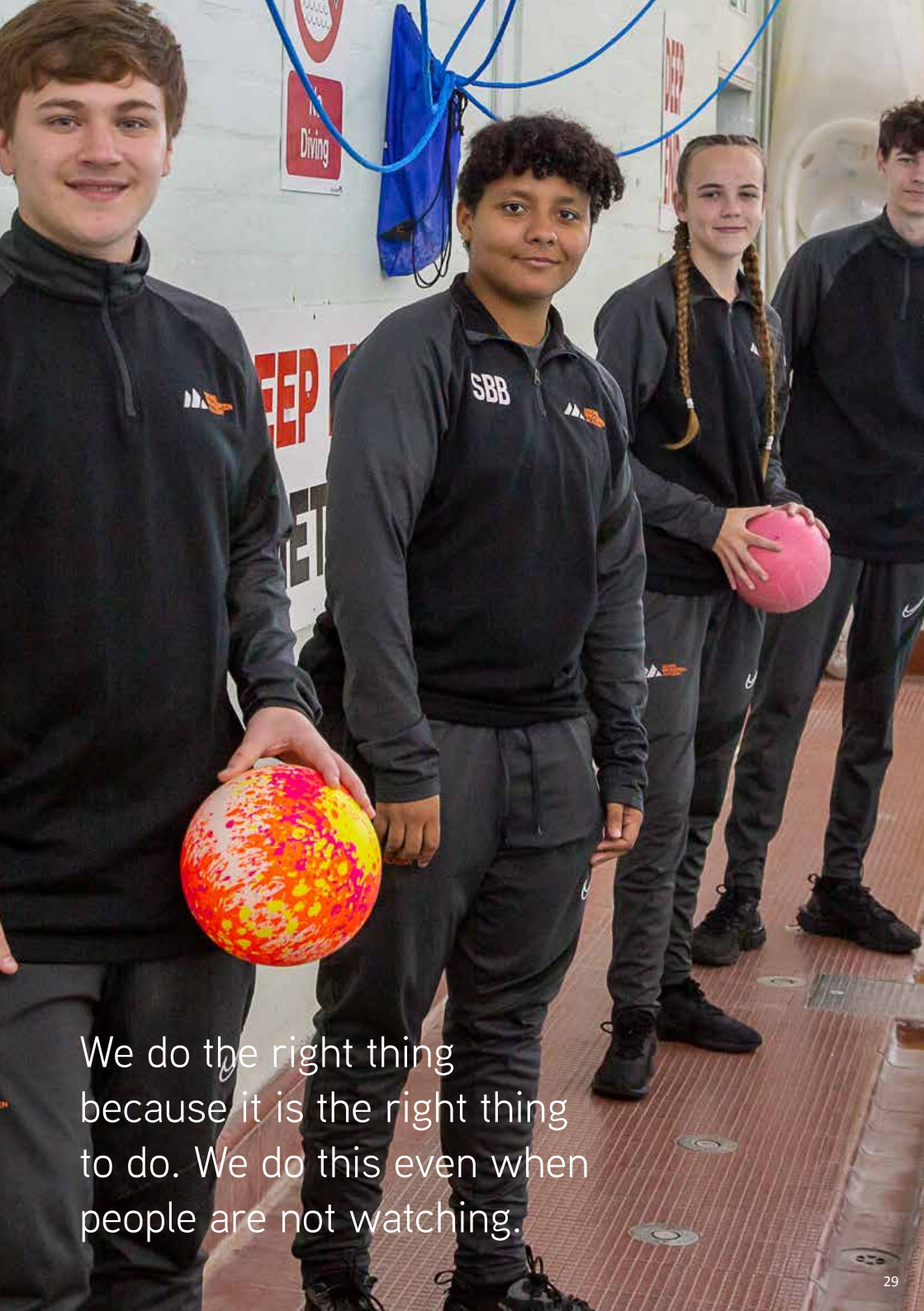
Drop-in surgery

Whilst we endeavour to respond to any queries or enquiries as soon as possible, the academy does operate a 48-hour response policy. 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

All students at Dixons Broadgreen Academy must come to school with their all their possessions including school uniform clearly marked with your name, in order for lost property to be returned swiftly to students.

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.



We do the right thing
because it is the right thing
to do. We do this even when
people are not watching.

Media, film and photographs

From time-to-time, Dixons Broadgreen 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 those 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

Students do not have any need for a mobile phone at Dixons Broadgreen 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 (before entering the school gates) and out of sight in his / her bag throughout the school day.

Any student found using a mobile phone during the school day will have the phone confiscated for the rest of the day and will receive a correction.

Personal money

Students at Dixons Broadgreen are allowed to carry personal money to credit their school dinner account or if they use public transport to and from school. The school does operate a cashless catering service for students who do not wish to carry money into school.

School travel plan

Dixons Broadgreen Academy is accessible via Heliers Road from Broadgreen Road. Students are reminded of the importance of road safety at all times and are encouraged to cross the dual carriageway on Queens Drive or Edge Lane by the pelican crossings at all times. Given the locality of the families we serve, students are encouraged, where possible to walk or cycle to school. Bike racks are available for students to store their bikes securely (locks are not provided by the school). Students should enter the school site via the pupil entrance on Heliers Road. Students are not permitted to ride their bikes whilst on the school premises and

must adhere to good road safety at all times.

We ask that parents collecting students, respect residents and do not block private driveways. To ensure the safety of students, the main school gates will remain closed from 2.30pm to 3.15pm. Parents arriving early to collect students must call and arrange this beforehand.

Causes for concern

1. Any parent who has concerns about any aspect of the academy, be it curriculum based, pastoral or administrative, is encouraged to contact the academy at the earliest possible opportunity to register their concern.
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.

Leaving the academy

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

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

Home - Academy Agreement

The Dixons Difference

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

Dixons Broadgreen 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 if students are to be retained for correction at the end of the academy day
- we provide a wide variety of co-curricular electives and expeditions

Parents / carers will ensure that:

- your child attends every day, on time, unless they are ill
- your child does not take extended family trips or holidays during term-time
- your child has the correct learning equipment needed for the day, including PE kit when necessary

- you support the academy's policies and regulations on behaviour and uniform including same day after-school corrections (detentions) until 4.30pm 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 parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- your child participates in co-curricular electives and expeditions
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

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

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:



**DIXONS
BROADGREEN**
ACADEMY

Dixons Broadgreen Academy,
Queens Drive,
Liverpool
L13 5UQ
Telephone: 0151 228 6800
www.dixonsba.com
✉@DixonsBA