

Family Handbook

2022 - 23



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1 Introduction

Welcome to Dixons McMillan Academy.

As the Principal of Dixons McMillan Academy, my vision is that our school is a place where everyone feels welcome, and everyone succeeds. All of our students should receive opportunities that equip them to contribute positively to their community and the wider world, and our mission is to provide a stellar educational experience that promotes cultural capital and enrichment experiences – but at the same time, is underpinned with academic rigour and excellence. To achieve our goals, we uphold our three core values and use our drivers of mastery, autonomy and purpose to propel us forwards.

Our motivation is simple: to provide young people with the very best education possible so that they leave the academy highly employable and ready to lead happy and successful lives. It is important to all of us that the students who attend Dixons McMillan have a memorable experience that will stay with them for the whole of their lives. In order to achieve this, we have our clear set of school values which we will all live by each and every day.

At DMA, 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 at DMA learn, behave and are expected to be well-mannered at all times.

At DMA relationships are at the heart of everything we do. We consistently focus on building positive and professional relationships both within and outside of the academy, and we truly believe that our mutual respect is the foundation of our success.

Working with parents and carers and presenting young people with these common expectations at home and at the academy is 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 provide. We rely on you to take an interest in what your child is doing each school day; on your support and encouragement for their work; and on your attendance at family evenings and academy events. Together, we are strong united team for your child.

Finally, although we will always do our best to provide a great 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.

Kat Lang
Principal

Our **Mission** is to lead educational system improvement in Bradford and the surrounding district, primarily by establishing high-performing non-faith Academies which value diversity and maximise student achievement.

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

High Expectations of All

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

Empowered to Lead

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

Relentless Focus on Learning

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

Highly Professionalised Staff

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

Choice and Commitment

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

Values-Driven

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



Academy Leaders

Please see a list of our senior leaders in school below:

Mrs K Lang – Principal

Mrs K Wilby – Senior Vice Principal

Miss K Jenkins – Assistant Vice Principal

Miss L Gayle – Assistant Vice Principal

Mrs C Richmond – Assistant Vice Principal

Mrs M Price – Assistant Vice Principal

Mrs S Aziz – Associate Senior Leader

Mr A Conlon – Associate Senior Leader

Mr J Greenwood – Operations and Business Manager

Heads of Year

Our Heads of Year are pivotal to the everyday running of our school. Your child's advisor and their Head of Year will be the staff you are in contact with most regularly.

Head of Year 7 – Mrs C Swain

Head of Year 8 – Miss S Jordon

Head of Year 9 – Miss L Griffin

Head of Year 10 - Mr N Evans

Head of Year 11 – Mr S Mahmood

Term and Holiday Dates 2022/23

Term 1:

Wednesday 24th August to Friday 21 October

Holiday – Saturday 22 October to Monday 7 November

Wednesday 24 August: Staff Training Day

Thursday 25 August: Staff Training Day

Friday 26 August: Staff Training Day

Tuesday 30 August: Y7 Induction day

Wednesday 31 August: Y7 and Y11 Induction Day

Thursday 1 September: All year groups return

Term 2: Monday 7 November to Friday 16 December 2022

Holiday - Saturday 17 December to Monday 2 January 2023

Term 3: Tuesday 3 January to Friday 10 February 2023

Holiday - Saturday 11 February to Sunday 19 February 2023

Term 4: Monday 20 February to Friday 31 March 2023

Holiday - Saturday 1 April to Sunday 16 April 2023

Term 5: Monday 17 April to Friday 26 May 2023

Holiday - Saturday 27 May to Sunday 4 June 2023

Term 6: Monday 5 June to Friday 21 July 2023

Holiday – Saturday 22 July onwards

Bank Holidays

Bank Holiday - Monday 29 August 2022

January Bank Holiday - Monday 2 January 2023

May Day Bank Holiday - Monday 1 May 2023

Extra Holiday (Eid) - TBC

Data Days (confirmed)

Thursday 24 November 2022

Friday 25 November 2022

X4 more data days - TBC

Academy Contact Details

Dixons McMillan Academy

Trinity Road

Bradford

BD5 0JD

Telephone: 01274 424350

E-mail: info@dixonsma.com

Website: www.dixonsma.com

The Academy Week

At Dixons McMillan 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 additional studies. There are no shortcuts to success.

M/T/W	Year 7/8	Thursday	Year 7/8	Friday	Year 7/8
08:00-08:30	Collective Learning	08:00-08:30	Collective Learning	08:00-08:50	Collective Learning/Staff CPD
08:30-09:20	Period 1	08:30-09:20	Period 1	08:50-09:40	Period 1
09:20-10:10	Period 2	09:20-10:10	Period 2	09:40-10:30	Period 2
10:10-10:30	KS3 Break and Line Up	10:10-10:30	KS3 Break and Line Up	10:30-10:50	KS3 Break and Line Up
10:30-11:20	Period 3	10:30-11:20	Period 3	10:50-11:40	Period 3
11:20-12:10	Period 4	11:20-12:10	Period 4	11:40-12:30	Period 4
12:10-13:00	Period 5	12:10-13:00	Period 5	12:30-13:05	Lunch and Line Up
13:00-13:35	Lunch and Line Up	13:00-13:35	Lunch and Line Up	13:05-13:40	Advisory/DEAR
13:35-14:10	Advisory/DEAR	13:35-14:10	Advisory/DEAR	13:40-14:50	Elective/Prep
14:10-15:00	Period 6	14:10-14:50	Period 6		
15:00-15:50	Period 7	14:50-15:00	Dismissal		
15:50-16:00	Dismissal			14:50-15:00	Dismissal

M/T/W	Year 9/10/11	Thursday	Year 9/10/11	Friday	Year 9/10/11
08:00-08:30	Collective Learning	08:00-08:30	Collective Learning	08:00-08:50	Collective Learning/Staff CPD
08:30-09:20	Period 1	08:30-09:20	Period 1	08:50-09:40	Period 1
09:20-10:10	Period 2	09:20-10:10	Period 2	09:40-10:30	Period 2
10:10-11:00	Period 3	10:10-11:00	Period 3	10:30-11:20	Period 3
11:00-11:20	KS4 Break and Line Up	11:00-11:20	KS4 Break and Line Up	11:20-11:40	KS4 Break and Line Up
11:20-12:10	Period 4	11:20-12:10	Period 4	11:40-12:30	Period 4
12:10-13:00	Period 5	12:10-13:00	Period 5	12:30-13:05	Advisory/DEAR
13:00-13:35	Advisory/DEAR	13:00-13:35	Advisory/DEAR	13:05-13:40	Lunch and Line Up
13:35-14:10	Lunch and Line Up	13:35-14:10	Lunch and Line Up	13:40-14:50	Elective/Prep
14:10-15:00	Period 6	14:10-14:50	Period 6		
15:00-15:50	Period 7	14:50-15:00	Dismissal		
15:50-16:00	Dismissal			14:50-15:00	Dismissal

Notes:

- All students must arrive at the academy by 7.59am at the latest in order to attend line up on time.
- We finish at 4:00pm on Monday, Tuesday and Wednesday.
- We finish at 3:00pm on a Thursday and Friday.
- Same day corrections (corrections of up to 1.5 hours) start at 4:00pm on Monday, Tuesday and Wednesday, and 3:00pm on Thursday and Friday

2 Work Hard

Teaching & Learning

At Dixons McMillan Academy our mission is simple: we celebrate ***diversity*** and relentlessly focus on the highest standards of student ***achievement***.

We build a partnership between families, teachers and students to ensure that we put learning first. Everything we do is based on the strong relationships that are our foundations.

We achieve this mission through an unwavering focus on results, and by offering the very best teaching and support.

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 and in our schemes of work and lesson plans, we value knowledge, skills and understanding.

Instead of excusing bad learning habits we insist on good learning habits day-in-and-day-out with high expectations and no excuses. Teachers make full use of the rewards system to ensure that students who consistently display excellent learning habits are recognised and rewarded.

We expect all students to progress at least two levels over a Key Stage. This will result in nearly every student succeeding in achieving at least eight good GCSEs at grades 5 - 9 (including English and mathematics), and the majority achieving the English Baccalaureate (5 – 9 Grades in English, mathematics, science, one language and history / geography).

Curriculum at Key Stage 3

The start of Key Stage 3 marks an exciting phase in the lives of our students. It is the period when they build on their primary education and prepare for their Key Stage 4 choices, most of which will be made in Year 8. 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.

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 range of learning pathways to support and challenge all students.
- ☐ An extended curriculum ensures all students have access to catch-up, extension and enrichment.

Subjects studied and time allocations at KS3 – 2022 / 2023

	<i>Weekly Allocation</i>	
	<i>Year 7</i>	<i>Year 8</i>
English	5	5
Mathematics	5	5
Science	5	5
History	1	2
Geography	2	1
RE	2	2
MFL	3	3
Computing	1	1
Art	1	1
Drama	1	1
Music	1	1
PE	2	2
DT/Food/Textiles	2	2
Cultural Studies*	1	1
Elective	2	2
Total	34	34

Elective

Students at Dixons McMillan are provided with every opportunity to expand their cultural capital. They participate in extracurricular activities to allow them to contribute positively to their community and lead happy and successful lives. Examples of enrichment activities students can elect are; self-defence, sign language, photography, drama, art, music, first aid, debating club and sport.

Cultural Studies

This is an extended Collective Learning session on a Friday morning. 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 Cultural Studies around DfE Guidance for Personal, Social and Health Education (PSHE).

Curriculum at Key Stage 4

Our brand new Key Stage 4 curriculum is broad and balanced with a strong core in the EBacc (English, mathematics, science, one language and history / geography) and a range of high value subject options such as IT, art, DT, textiles, drama, music and PE. We have limited the number of GCSE subjects to be studied by our students to a maximum of seven. This will reduce the exam burden and help ensure that our students are given the time and opportunity to develop intellectually. This does not mean students will leave with only seven GCSE qualifications as some subjects are double awards. (If selected to take Triple Science, this is equivalent to three GCSE qualifications.)

Subjects studied and time allocations at KS4 – 2022 / 2023

Weekly Allocation	
	Year 9
	All groups
English	5
Mathematics	5
Science	5
History	2
Geography	2
RE	2
MFL	3
Option 1	2
Option 2	2
PE	2
Cultural Studies*	1
Elective	2
Duke of Edinburgh	1
Total	34

Literacy

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

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

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

There is also 30-minutes reading time three times a week during tutorial sessions. Students are expected to complete tasks such as: read in silence, discuss their reading, complete a reading log and complete book reviews. Tutors are required to model reading aloud and reading in silence, facilitate class discussion and check reading logs.

Modern Foreign Languages

Spanish is offered as the core language. All students will study Spanish at Key Stage 3 and 4. Spanish is a vitally important world language and is the third most spoken language in the world.

As the study of a foreign language becomes more prevalent in primary schools, some parents and students may be concerned about the continuity of their language study, particularly as several Bradford primary schools are offering French. The aim of primary phase foreign languages is actually not for students to study one language to a particular level at primary school and then to proceed to a higher level in that same language at secondary school, but that effective primary phase language teaching should lay the foundations for successful language learning, focusing on the development of transferable skills.

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

Duke of Edinburgh

We offer Duke of Edinburgh as a compulsory enrichment activity in Year 9 to develop cultural capital. This qualification is renowned and respected by colleges, sixth forms and universities as a brilliant course for developing students' wider skills.

Health and Sex Education

Outside speakers will come into the academy to talk about diet, hygiene and exercise. 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 tutorial sessions.

Educational Visits & Outdoor Education

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

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 1-mile radius of the academy, then we will inform parents / carers of the visit by text or a note in their child's planner.

As part of the academy life and the National Curriculum, all students must take part in and experience a variety of outdoor activities.

Our Year 7 residential in particular offers the year group a chance to bond as a team and provides a broad experience. For this reason, we do say that the residential is compulsory.

Homework/Stretch

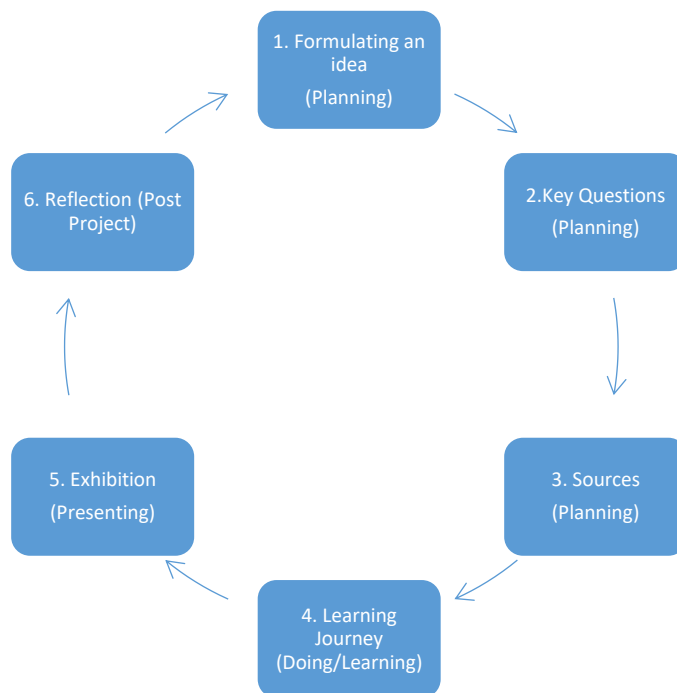
All students in the academy are given homework in the EBacc subjects every week (i.e. English, mathematics, science, humanities and MFL) and RE. Key Stage 4 students will also receive homework in their option subjects. Occasionally Key Stage 3 students may receive homework in Art, Music, Drama and ICT.

Not all subject homework will be written work, for example, some may involve reading, research or learning key spellings. There are homework clubs to support with access to computer facilities, as well as access to computers in the Library every evening after school.

In addition to their standard weekly homework in the EBacc subjects, students are expected to complete one independent 'stretch project' each assessment cycle (13 weeks). Students should spend approx. 1½ hour on their stretch project each week. Projects are assessed through a student exhibition at the end of each cycle.

The themes for the stretch projects are loosely based on the multiple intelligence theory of Howard Gardner, Professor of Cognition and Education at the Harvard Graduate School of Education, USA:

There are 6 stages to each project:



Equipment

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

Daily:

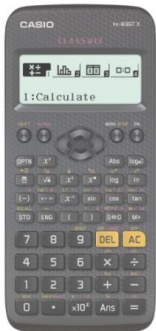
A **clear** pencil case containing:

- Black pens
- Green pen
- Pencil
- Rubber
- Ruler
- Glue stick
- Highlighter
- Whiteboard pen
- Mini Whiteboard
- Whiteboard rubber
- Prism

Mathematics:

Calculator – preferably a Casio fx-83GTX or Casio fx-85GTX

(Calculators can be purchased through student support at price of approx. £13 or from any supermarket)



Students must also bring:

- Planner (provided to students at the start of the academic year)
- A reading book
- Student lanyard
- Their locker key
- Their ID card
- 100% folder

Year 7 students will be provided with a whiteboard, whiteboard pen, whiteboard rubber, planner, student lanyard, locker key, ID card, prism and 100% folder on their first day. After this, it is the student's responsibility to replace lost or damaged equipment.

The following items will be useful to have at home:

English: An English Dictionary

Languages: A Spanish Dictionary

3 Be Good

We will teach students about how to learn, not just what to learn.

Learning Habits

Instead of excusing bad learning habits we will insist on **good learning habits DAY-IN-AND-DAY-OUT with HIGH EXPECTATIONS AND NO EXCUSES.**

Your child may already have really good learning habits. If so they have nothing to worry about and, if they keep those habits as they move through adolescence, they should shine at our school.

Our view - and it has been shown to work in the best schools in the country and abroad - is that, over time, **almost all learners** (not just most) can pick up **good learning habits for themselves and will end up happier, better qualified and more successful.**

From the first day at Dixons McMillan, your child will be expected to pick up and keep to 6 **GOOD LEARNING HABITS**. If they do, we will reward them. If not, we think it will be in the long term best interests to receive an **automatic** sanction.

There will be no discussion of this in class and it will be automatic in all classes and every day.

This may cause you a great deal of inconvenience. Don't blame us: instead, please ensure your child understands the inconvenience as a reason for following our strict routines in future.

Here are the 6 habits that we will insist on, day-in-and day-out:

NO ANSWERING BACK

Like a referee, sometimes teachers get things right and sometimes wrong, but what is totally unacceptable is for a child to answer back or question the decision in front of the class. It stops others from learning and it undermines all respect for the teacher. This is a very bad learning habit to get into.

UNIFORM

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

HOMEWORK

We will insist on all ***homework being completed on time and to a good standard***, neatly and with pride. Please sign the planner weekly. **We have clubs to support with homework, and we also open our Library at breaks, lunchtime and after-school. No child, therefore, has any reason not to do it.** All homework must be done for the right day and time. If it seems too hard, every child should still show that they have tried by what they bring in.

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, there is nothing worse (you will remember) than a child or children being OFF-TASK and distracting learning for themselves and others.

PUNCTUAL

We will insist on punctuality to school and to each and every lesson. Every child should be in school for the start of the day (7:59am) and will be considered late after that time to school and/or each lesson and will be issued a 30-minute detention. Please support this by keeping to bed-times 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.

EQUIPMENT

We will insist that every child carries a clear **pencil case, the right exercise books, homework books 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. **Your child will worry at first** but a quick check each night will help.

To help your child to pick up these habits quickly and keep them for 5 years we will also teach the habits in class that you need to teach at home (you may be doing so already). We will also **praise and reward** those who demonstrate these habits (using positive postcards, letters, student of the week and trips) and **punish** (for their own good in the long run) those who don't. ***I do not want any child to underachieve by the time of Year 11 in Dixons McMillan Academy.***

Our system of sanction is very simple and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind. There is nothing to worry about if they do.

If any of the rules are broken, we will contact you by text **that day and let you know that your child has a 30-minute correction that night.** If a child breaks more than one rule on any given day, then they can receive up to 1.5 hours of corrections on one day.

Extended Corrections

Occasionally, we may need to issue your child with an extended correction:

Chewing Gum – 1.5 hour correction

Truancy – 1.5 hour correction

Crossing the Red Line (removal from lesson) – 1.5 hour correction

Any other serious incident may warrant an extended correction and these will be issued by SLT at their discretion.

Red Line

If a student is removed from a lesson they may be taken to red line. This will mean an extended 1.5 hour correction is issued; this could be the same day or the day after depending on when the event occurs.

This may sound harsh but it needs to be if it is to make a difference over time. The evidence from the UK and abroad suggests that the ***sanction must be immediate*** (a correction three days later doesn't work with children) and it must be specific to the problem. Please make sure no one gets a correction on their first day at school!

We don't want to punish anyone. We believe that children should control themselves (it is not our job to control them). If anyone doesn't want a correction, they should simply stick to the rules (*they don't answer back, wear the wrong uniform, fail to do satisfactory homework, go off-task in lesson, arrive late or forget their equipment – there is a shop in school for equipment*).

Our system is so simple and fair that students should **not** get a correction in the first place. ***If a correction is given, please do not see it as 'the end of the world'. Your child simply does the 30 minutes and gets a totally fresh start the next day! Remember we are trying to instil good learning habits; that's all.***

If your child fails to attend a correction, then they will have crossed our 'red line'. This means that your child will have an extended (1.5 hour) correction the next day. The consequences of missing a second correction, quite rightly, will be very serious and could result in your child being placed in isolation in our red line room. Should this be repeated frequently it could lead to further sanctions, such as exclusion.

External Placements

If your child is involved in a very serious incident, we may choose to issue a behaviour placement. This means that your child's education will be provided by another Bradford school for an agreed period of time (usually from 1 day to 10 days) within their isolation space. We do not take the decision to do this lightly and this is seen as a last resort. This offers the chance for your child to reflect, reset, and return to the academy in a more successful manner.

Advisors

All students have an advisor (our word for a form tutor) who sees them Monday to Friday during advisory time, this advisor should be your first step in resolving any issues or concerns you may have regarding your child. The advisor will regularly update your child's attendance and behaviour in their planner and ensure that this communication is passed onto to parents at home. The student planner is expected to be signed very week by the advisor and by parents. Our advisors also attend family dining each day with their advisory group.

Individual Needs (Mountain Rescue)

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

The Mountain Rescue department is for all students – be they disabled, gifted and talented, dyslexic, dyspraxic, with learning or behavioural difficulties, or for students that just need advice and support. In Mountain Rescue, we'll do whatever it takes, for as long as it takes to support your child.

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

Daily Attendance

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day which is 7:59am. Students should enter the school building no later than 7.59am so this will allow them time to collect their equipment and books for periods 1 to 4 and attend line up on time. Students are allowed into the academy from 7.00am to work in supervised areas only.

Students wishing to stay after school to complete homework **must** be in the designated areas – the Library or the Heart Space. Alternatively, they must be registered at one of the published subject catch-up sessions or additional studies sessions. The Library will remain open until 5:30pm from Monday to Wednesday. On Thursdays, the Library will be open until 5:00pm, and on Fridays, this is 4:30pm. After this time all students will be expected to leave the premises.

If your child is persistently late to school, this will impact on their progress and ultimately their outcomes. Students need to be on time every day. Therefore, we do have an escalating system of sanctions for lateness to discourage this.

1 late mark (in a week) – 30 minute correction

2 late marks (in a week) – 60 minute correction

3+ late marks (in a week) – 1.5 hour correction

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, parents must provide evidence of appointments to the Attendance team.

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

Leave of Absence

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

If exceptional circumstances occur, a Request for Leave form must be obtained from reception to request permission; this must be done **3 weeks in advance** and submitted to the Attendance Team. Permission will be granted *only in exceptional circumstances*.

Religious Leave of Absence

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

Dress Code

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

All KS3 Students must wear:

- An academy jumper with a logo
- An academy polo shirt (also with a logo). Students are permitted to wear long sleeves underneath, but these garments must be plain white or black, no colours
- Boys and girls trousers should be black full-length straight trousers; jeans / tracksuits / leggings / very flared trousers / very tight or skinny cut 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. The bottom of the trousers should overlap socks when standing
- Girls can opt to wear plain black shalwar kameez or tunic with a with the Academy jumper over the top
- If socks are visible under trousers, they should also be plain black. (no ankle socks should be worn)
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons, must be plain black and well secured
- Shoes must be sensible and entirely plain black, (not dark brown), laces must be fastened and be plain black. Heels, boots and trainers are not acceptable. Students wearing the wrong footwear will be asked to change into academy footwear
- Clear nose studs only are accepted; all other facial jewellery or visible body-piercing is inadmissible. Plasters cannot be worn to cover piercings. Students are permitted to wear a sensible, plain watch (no smart watches). Jewellery is not permitted and will be confiscated if worn
- No make-up or nail varnish should be worn at any time at KS3
- Hair should be appropriate to a place of work. Students should not have any lines in their hair or eyebrows of any sort. Students will be placed in isolation in red line until this is corrected. 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.
- Outdoor jackets or jumpers or cardigans other than school uniform, should not be worn at any time inside the Academy. Academy jackets are optional at KS3
- Hats and caps need to be removed before entering the building
- **For PE lessons** students should wear the academy polo shirt, academy hoodie and academy navy tracksuit bottoms. Suitable trainers must be worn for both indoor and outdoor PE. Students should also have a suitable PE bag
- **Families are strongly advised to label all items of clothing**

To avoid embarrassment or unnecessary cost, if a student or parent is in any doubt about a hairstyle, or the purchase of an item of clothing, they should speak with their Head of Year *before* going ahead. Students will be asked to rectify any hairstyle, or replace any clothing at their expense that is perceived to be unsuitable for school.

We will make any final decision about any uniform and we welcome your co-operation in maintaining the smart appearance of the academy students.

As students move into Year 10 the uniform policy adapts to reflect their position in education. Students in KS4 at Dixons McMillan wear business dress to prepare them for the world of work.

All KS4 Students must wear:

- A matching suit or a smart jacket and tailored trousers of a neutral colour. Simple patterns are permitted
- Any skirts worn should be knee length or below
- Dresses and jumpsuits may be worn. These should be round neck and smart in design, and dresses should be knee length or below. Jackets should be worn with the dress or jumpsuit
- Nothing low cut or revealing is appropriate – students should be dressing appropriately for a place of work
- A smart, plain jumper can be worn with the suit. This should be knit and not sweatshirt, and is only permitted under the jacket
- Shirts should be formal style with a stiff collar and full buttons, no polo shirts
- Blouses should be smart and formal
- All boys to wear a tie
- Shoes should be formal, leather or leather look. No heels or sandals
- At KS4 neutral make-up is permitted. No heavy make-up or bright colours. Nail varnish, false nails or false eyelashes are not permitted
- Girls can opt to wear a neutral shalwar kameez or tunic
- Clear nose studs only are accepted; all other facial jewellery or visible body-piercing is inadmissible. Plasters cannot be worn to cover piercings. Students are permitted to wear a sensible, plain watch (no smart watches). Jewellery is not permitted and will be confiscated if worn
- Hair should be appropriate to a place of work. Students should not have any lines in their hair or eyebrows of any sort. Students will be placed in isolation in red line until this is corrected. 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.
- Hijabs, scarves, turbans, crowns and top knots, worn for religious reasons are permitted in neutral colours
- In summer, reasonable adjustments will be made regarding jackets and ties, at SLT discretion

Student Planner

At the beginning of each year, students are issued with a planner. Both Tutors and parents are expected to sign the student's planner each week. In this way, the parent can see comments from the Tutor or from subject tutors, and parents can also communicate with the Tutor if they wish. The planner is a very important document and students are expected to take great care of it. If the planner is defaced a student will be expected to replace the planner at a cost of £2.00.

Lunchtime

Family Dining is an integral part of our academy ethos and provides an opportunity during the day for students and staff to sit together and eat a balanced and nutritious meal. All of our students are expected to take part in the family dining experience and it is compulsory.

4 Be Nice

This will help us to establish a genuine 3-way partnership between families, students and staff. A shared sense of purpose will ensure that Dixons McMillan can genuinely support your child.

Contact with Parents / Carers

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

Advisors and Heads of Year contact the parents of their students regularly. Parents are required to attend at least one parents' evening throughout the year. 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 will happen twice in the year.

Our turnaround time for any calls or emails to the academy is 48 hours for a response. We will endeavour to respond as soon as we can.

Other ways the academy may communicate with you:

MCAS (My Child at School): Every family will have access to the My Child At School app which is used to pass information to parents about important issues such as corrections, homework clubs, interventions and school closures in bad weather – this does not cost you any money. MCAS is also used to pass information to parents about important updates to the academy. Parents can also use this platform to view information about your child's attendance, behaviour and data reports.

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 links to Parent Pay.

Letters: Whole school letters are also posted on the academy website, as well as being issued to students to take home.

Lockers

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

If a student forgets his/her key, the Heads of Year have master keys so that equipment can be accessed. If a key is lost, or a student wishes to have a 'spare' key, it can be purchased during break from the student support desk, at a cost of £4. These have to be made and will not be issued immediately.

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 student support. If a student loses any item he/she should ask at student support if it has been found.

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

Media, Film and Photographs

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

If you do not wish your child to be photographed or filmed, for public relations purposes, please contact the Senior Vice 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.

Mobile Phones, Smart Watches & Similar

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

Any student found having a mobile phone or using a mobile phone during the day will have the phone confiscated. It will not be returned for a full week, when a parent must come into school to collect it. The student will also receive a suitable sanction.

Smart watches are also not permitted and will be dealt with in the same way.

Airpods and earphones should also be stored in lockers and not worn in the academy. If a student is found having airpods or earphones these will also be confiscated.

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

Personal Money

With the introduction of cashless catering, students do not need money for lunch, as parents are able to pay via Parent Pay. Parents can also pay for trips and visits and charges from the stationary shop via Parent Pay.

Car Parking

In the interests of the safety of children, parents are **not** allowed to bring their cars into the academy car park either in the morning or at the end of the school day. We have a designated drop-off area for parents to use to the rear of the building – this is where students should enter and leave the academy each day.

The area in the immediate vicinity of the academy will therefore remain a **no parking area**.

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.

On the next page is the Home Academy Agreement. This is for your reference. There is a separate copy to sign in the transition pack. This agreement establishes the standards that staff, students and families should follow and uphold at all times. We are delighted that you have chosen Dixons McMillan for your child's secondary education and by signing this agreement you and your child are committed to following all expectations listed in this document.

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 McMillan Academy will ensure that:

- we uphold our core values
- 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 students to aspire to and review them regularly
- we provide families with regular reports and opportunity for discussion about their child's progress
- we set regular homework which is promptly and helpfully marked
- we contact home to praise and acknowledge students' success
- we contact home if there are concerns about students' learning, behaviour, effort or attendance
- we contact home for information purposes before 15.00 if students are to be detained for more than 10 minutes after the end of the academy day
- we provide a wide variety of activities, experiences, trips and residential visits

Families will ensure that:

- you uphold our core values
- your child attends every day, on time, unless they are ill
- your child arrives by 07.59 at the latest; all students are expected to be in their line up positions by 08.02
- your child does not take extended family trips or holidays during term-time; if your child has a medical appointment, you need to fill in a Leave of Absence form at least one week in advance
- 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 until 17.30 after communication from the academy
- you provide a suitable environment for your child to work at home
- you attend advisor consultations and parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- you read, check and sign the student planner every week and sign every Sunday
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in activities, experience, trips and residential visits, in particular the Year 7 residential visit

- you pay for the replacement of any equipment or books your child loses or damages
- all reply slips to be returned to school within 48 hours
- ensure that your child sits all corrections as instructed by the academy; students must not miss corrections for out of academy commitments

Students will ensure that they:

- ensure that your child sits all corrections as instructed by the academy; students must not miss corrections for out of academy commitments
- uphold our core values
- work hard and make progress everyday
- attend regularly, arrive on time, wearing the correct uniform and with the correct equipment
- go to the student support desk before 07.59 if they need any spare equipment or uniform
- follow the academy's learning habits at all times
- behave responsibly, both at the academy and travelling to and from the academy
- complete all homework to the highest standard and hand it in on time
- treat all adults and students with respect
- be polite at all times
- 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 targets and show it to Academy staff if requested
- take an active part in the academy life including clubs, teams, trips and residential visits, in particular the Year 7 residential visit

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