



DIXONS
CROXTETH
ACADEMY

Family Handbook
2024/25





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Welcome to Dixons Croxteth Academy

At Dixons Croxteth Academy, our mission is to ensure all students succeed at university, or a real alternative, thrive in a rewarding career and have a purposeful and happy life.

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 Croxteth Academy 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.

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

Work hard

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

Integrity

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

Fairness

we play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves.

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.

Iain Duggan

Principal



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

Term and holiday dates 2024 / 25

Term 1 Monday 2 September to Friday 18 October 2024

Holiday – Monday 21 October to Friday 1 November 2024

Term 2 Monday 4 November to Friday 20 December 2024

Holiday – Monday 23 December 2024 to Friday 3 January 2025

Term 3 Monday 6 January to Thursday 13 February 2025

Holiday – Monday 17 February to Friday 21 February 2025

Term 4 Monday 24 February to Friday 4 April 2025

Holiday – Monday 7 April to Friday 18 April 2025

Term 5 Tuesday 22 April to Friday 23 May 2025

Holiday – Monday 26 May to Friday 30 May 2025

Term 6 Monday 2 June to Friday 18 July 2025

Holiday – Monday 21 July onwards

Additional holidays not included in the above (students not in school)

Monday 26 August 2024 - bank holiday

Friday 18 April 2025 - bank holiday

Monday 21 April 2025 - bank holiday

Monday 5 May 2025 - bank holiday

Staff data and planning days (students not in school)

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

Our academy week

Year 7 and Year 8

	Monday	Tuesday	Wednesday	Thursday	Friday
8.20 - 8.40am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8.40 - 9.40am	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9.40 - 9.55am	Break 1	Break 1	Break 1	Break 1	Break 1
9.55 - 10.55am	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10.55 - 11.55am	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11.55 - 12.25pm	Lunch 1	Lunch 1	Lunch 1	Lunch 1	Lunch 1
12.25 - 1.25pm	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
1.25 - 2.25pm	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
2.25 - 3.25pm	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6

Year 9, Year 10 and Year 11

	Monday	Tuesday	Wednesday	Thursday	Friday
8.20 - 8.40am	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8.40 - 9.40am	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9.40 - 10.40am	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10.40 - 10.55am	Break 2	Break 2	Break 2	Break 2	Break 2
10.55 - 11.55am	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11.55 - 12.55pm	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12.55 - 1.25pm	Lunch 2	Lunch 2	Lunch 2	Lunch 2	Lunch 2
1.25 - 2.25pm	Lesson 5	Lesson 5	Lesson 5	Lesson 5	Lesson 5
2.25 - 3.25pm	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6

- All students must arrive at the academy by 8.15 ready for an 8.20am start to Morning Meeting.
- All students begin their day with Morning Meeting, which includes retrieval practice (focused on critical knowledge); literacy and numeracy development; strengthening of school culture, value expectations reset; and appreciations / recognition.
- For all student's same day corrections (detentions of up to 1 hour) start at 2.30 / 3.25pm.

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 Croxtheth 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, integrity and fairness.

At Dixons Croxtheth 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 Croxtheth 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, 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, Spanish and history, geography. As well as the EBacc, all students take core PE and can choose 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.



Our mission is to ensure all students succeed at university, or a real alternative, thrive in a rewarding career and have a purposeful and happy life

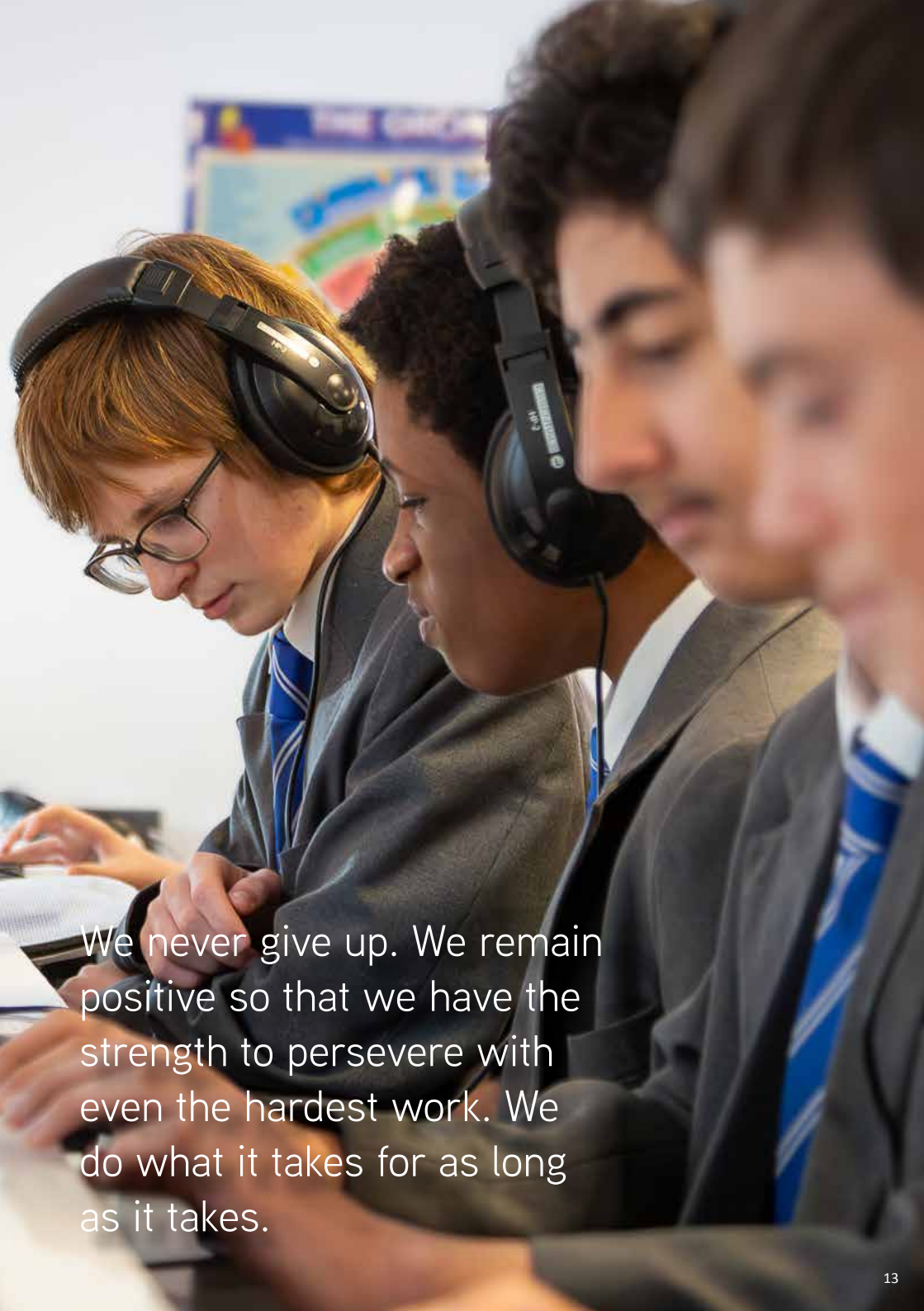
There are four key principles underpinning the design of our academy's curriculum:

- 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 in Year 7, Year 8 and Year 9

Fortnightly lesson allocation

English	10
Maths	10
Science	8
Geography	4
History	4
RE	2
Spanish	4
Music	2
Drama	2
Design Technology	2
Art	2
IT	2
PE	2
Personal Development	2
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We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Subject studied and time allocation in Year 10 and Year 11

Fortnightly lesson allocation	
English	10
Maths	10
Science	10
Geography*	6
History*	6
RE	4
Spanish	6
Music*	3
Drama*	3
Design Technology*	3
Art*	3
IT*	3
Sports Studies*	3
PE Core	2
Personal Development	2

*The asterisk shows which subjects are included in options. Students will study all subjects in Year 9 and select GCSE options at the end of the year. 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 as an integral part of 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 two 'literacy' expectations of all students at all times:

- 1. Speak in full sentences and no slang (speaking)**
- 2. Track the speaker/s (listening)**

Students are expected to complete tasks such as: read in silence and discuss their reading.
Staff are required to model reading aloud and reading in silence and facilitate class discussion.

It is expected that students will read for, at least, 30 minutes each evening.

Homework

In Year 7 - 9, students should complete 90 minutes of homework per evening.

In Year 10 - 11, students should complete at least 2 hours of homework per evening.

All students in the academy are given homework in the EBacc subjects fortnightly (i.e. English, mathematics, science, humanities and Spanish).

Key Stage 4 students will also receive additional homework per week and may have substantial homework set in their GCSE / BTEC option subject.

Types of homework

Knowledge Navigators are used for the daily homework.

Students should use read, cover, write, check to learn the content of a given section of their Knowledge Navigator. 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. There is a video on the Dixons Croxtheth website explaining how this homework is to be completed.

Additional homework will be set by subject teachers - subjects will depend on the week in the cycle.



Seneca

Seneca is an online platform that is as an effective & engaging interactive learning and revision tool.

Students can use the platform to study independently or complete assignments set by their teachers.

Summaries, notes, videos, and lots of different types of practice questions are all found on the Seneca platform.

The system is also completely adaptive, so your child's learning experience will be tailored to suit their individual needs.

Sparx Maths

Sparx Maths is an online platform designed to enhance students' Maths learning experience.

1. Student Login:

Students can log in to the Sparx Maths platform using their credentials.

They'll have access to various math activities, games, and quizzes tailored to their needs and goals.

2. Teacher Login:

Teachers can log in to Sparx Maths as well.

They receive real-time insights into student progress and class performance.

The platform provides fully resourced lessons, which can be paused or progressed during class.

Teachers can monitor student tasks and adapt their teaching accordingly.

3. Adaptive Learning:

Sparx Maths adapts to individual student needs.

It offers personalised learning experiences based on each student's progress and understanding.

4. Homework and Independent Learning:

Students can complete their weekly homework on Sparx Maths.

Additionally, they can engage in targeted tasks and independent learning to gain more practice and improve their Maths skills.



How to support your child's homework

Students should be completing 30 minutes DEAR (reading) each night and Sparx Maths (from the website – the number of tasks may vary but should take, in total, approximately 30 minutes), in addition to the homework set by class teachers.

It is important that you encourage your child to read challenging books. Your child's teachers will be able to help support the selection of a challenging book. Alongside reading, your child should be revising from his / her Knowledge Navigator every night. This book contains all the key knowledge your child needs to succeed in each subject. 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 Knowledge Navigator, so you do not need to have any additional knowledge to support them with this.

There are also three key websites that you can refer to for additional learning opportunities for your child. For mathematics, we recommend Sparx Maths and for English, BBC Bitesize, we also encourage the use of Oak National Academy.



Modern foreign languages

At Dixons Croxteth Academy, Spanish is offered as the core language. In order to achieve the English baccalaureate achieving a GCSE in Spanish is essential. Spanish is a major world language.

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).

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.

Equipment

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

- a pencil case containing:
- 2 black pens
- 2 green pens
- black whiteboard pen
- pencil
- rubber
- ruler
- clear, plastic pencil case
- scientific calculator

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:

- an English dictionary and thesaurus
- a French dictionary

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 Croxteth 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 Croxteth 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. 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.

Attendance and 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 3 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.



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



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 = 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.

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

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.

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 8.20am**. It is possible to leave messages on the student absence voicemail at any time prior to 8.20am. To report an absence, please dial the main academy telephone number on 0151 3326780 and select option 1.

Please note that only emergency appointments for dentists, opticians and doctors should be during academy hours. Routine appointments must be made out of academy hours. Evidence for any appointment will always be asked for and brought into the academy prior to the event.

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

Daily attendance and punctuality

Good attendance has a direct relationship with effective learning and good academic progress. Research shows that the higher the attendance of a student, the higher their GCSE grades are at the end of Year 11. Absence whether authorised or not has a detrimental effect on a student's academic progress and leaves students vulnerable to falling behind, creating gaps in

their knowledge, and lowering their self-confidence. Securing great attendance for all students is at the heart of our work. The target is that all students strive to achieve 100% attendance and 100% punctuality. The minimum expectation for all students is 97% attendance and punctuality over the academic year.

It is essential that all students arrive at the academy in plenty of time to organise themselves for the start of their school day. The academy opens to students at 7.45am to work in supervised areas. Breakfast is served in the dining hall from 7.45am and is free to all students to support a positive start to their day at Dixons Croxeth Academy. All students must arrive on time in full school uniform and be equipped to learn in their morning meeting space before 8.20am.



Punctuality is an essential life skill that shows reliability, discipline, and is essential for students to achieve their full educational potential. All students must arrive on site by 8.15am to ensure they are present in their morning meeting space for 8.20am. If a student arrives after 8.20am they will be recorded as late and they will receive a correction. If they arrive after 8.50am, they will be recorded with a U code which is classed as an unauthorised absence for the morning session and will negatively impact their attendance figure for the academic year.

Punctuality to lessons is equally as important as being punctual to school. Being late does not only affect the late student negatively it disrupts the learning of other students, as well as the class teacher trying to teach the lesson. If you think your child is going to be late, please do not keep them off school for the rest of the day. If your child is late for a genuine, unavoidable reason, please contact the academy main office.

Leave of absence

We do not authorise any holiday requests during term time. The Government states that a student

may be taken out of the academy during term time for exceptional circumstances only. If exceptional circumstances occur, then please request leave of absence one month in advance of the planned absence to the principal. Permission will only be granted in exceptional circumstance.

Religious leave of absence

The academy community does grant the statutory leave of absence for one day, in order that students can observe important religious festivals. Requests for such leave of absence are obtainable directly from reception in the form of a leave of absence.

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.

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)
- academy tie with school logo
- grey or black V neck jumper with a purple V (optional item)
- black knee length skirt (at least one pleat or two);
- 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
- 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 term. 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 academy
- hats, hoods and caps need to be removed before entering the building

The KS4 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, no coloured garments are to be worn underneath the shirt
- boys 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
- 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



We play by the rules. We are respectful, polite, and courteous at all times. We treat others in our diverse community as we wish to be treated. When we help others, we help ourselves

- 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
- make up, if worn, should be entirely discreet. No
- 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 term. 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.
- school bag – black rucksack 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

Lunchtime

We expect all students to eat the healthy meal provided by the academy at 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. 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 / Parent Mail

It's simple, safe and convenient and your child no longer needs to carry cash into school. Parent Mail 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 Parent Mail account online by debit or credit card, or in cash through PayPoint stores. Your Parent Mail balance can be used immediately to pay for any of your children's items at school using Parent Mail.

What are the benefits to parents and students?

- Parent Mail is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day seven 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.
- Parent Mail will soon be announcing a SmartPhone App to make payments even more convenient.

What are the benefits to parents and students?

When parents use Parent Mail, 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 Parent Mail 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.

We believe students should receive an educational experience that enables them to learn, grow as individuals and contribute to society



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 Croxteth Academy becomes a truly outstanding school and that we make a success of your child's education.

Safeguarding

Safeguarding at Dixons Croxteth is one of our top priorities, and ensuring student safety and well-being is fundamental to their success and happiness. Safeguarding is a collective responsibility that involves creating a secure environment where students, families and staff feel safe, protected, valued, and supported. Safeguarding at Dixons Croxteth is everyone's responsibility.

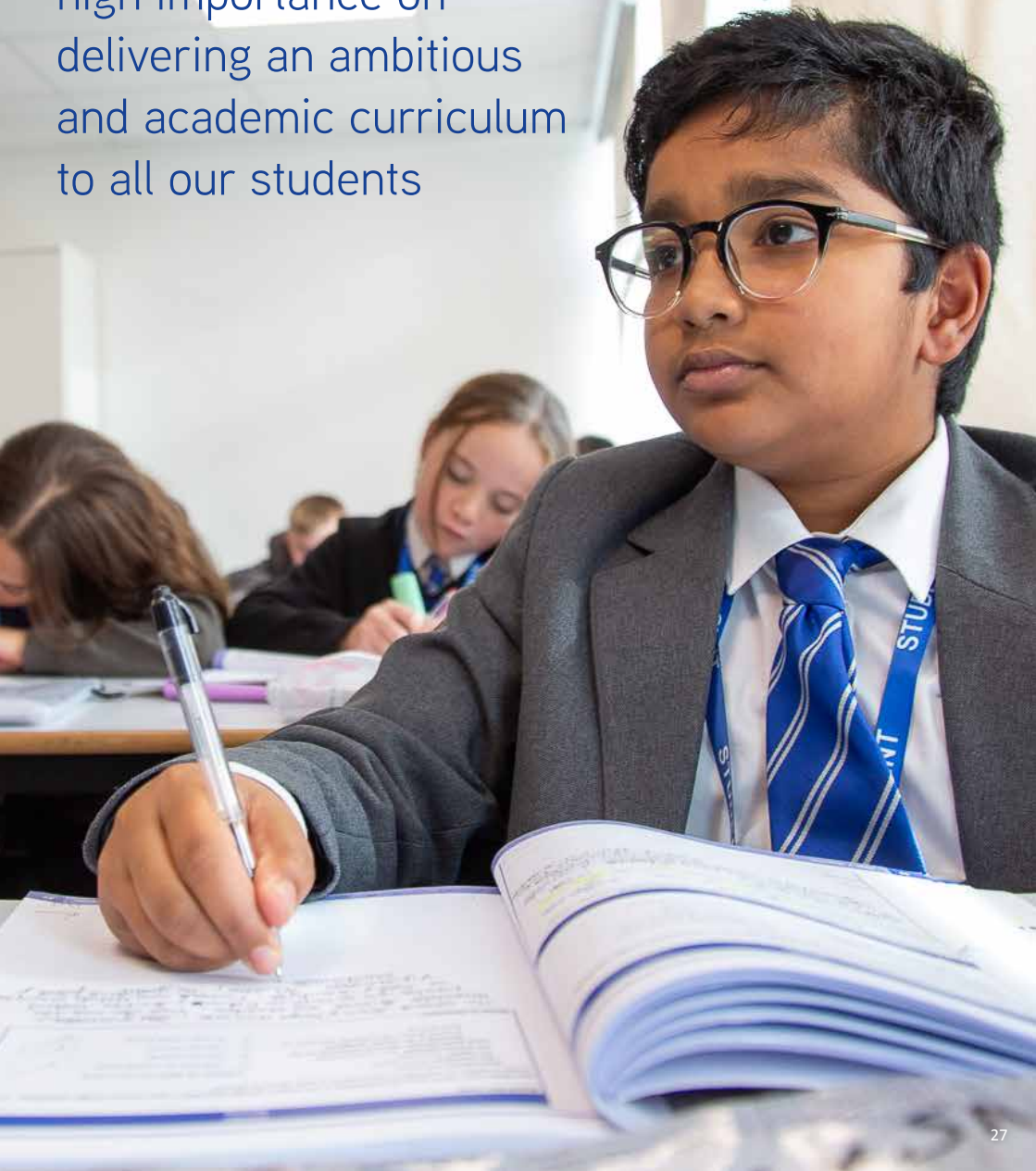
We are committed to safeguarding and promoting the well-being of all children regardless of age, gender, religion or beliefs, ethnicity, disability, sexual orientation or socio-economic background. The school provides a caring, positive, safe and stimulating environment that promotes spiritual, moral, social and cultural development. We nurture positive learning environments, where everyone works together enthusiastically to create a caring culture. We recognise that all adults in school have a full and active part to play in protecting our children from harm and that student welfare is our paramount concern. We ensure that everyone understands their roles and responsibilities concerning safeguarding and is provided with appropriate training to recognise, identify and respond to safeguarding concerns relating to young people. All necessary steps are taken to ensure that adults in school are working safely.

Every member of staff is trained to deal with safeguarding concerns, and they know the correct process of recording, reporting and referring. Our Safeguarding team will deal with concerns raised by students, families, and staff to ensure the right support is put in place, whether it be through in school support or external agency support. All our safeguarding team have up to date DSL training, qualifications and experience along with external support from the Dixons Academies Trust as well as national and regional leads for safeguarding.

Our safeguarding team is:

Staff Member	Role
Mr I Duggan	Principal
Mr M Little	Assistant Principal and Designated Safeguarding Lead (DSL)
Ms J Varkulis	Vice Principal and Deputy Designated Safeguarding Lead (DDSL)
Mr I Makin	Vice Principal and Deputy Designated Safeguarding Lead (DDSL)
Miss R Bowers	Pastoral Manager (Safeguarding officer)
Ms L Cox	Attendance officer (Safeguarding officer)
Ms T Redmond	Head of year (Safeguarding officer)
Mr R Owens	Head of year (Safeguarding officer)
Mrs C Watson	Head of year (Safeguarding officer)
Mrs C Burke	SEN Administrator (Safeguarding officer)

We know that qualifications open doors and therefore we place high importance on delivering an ambitious and academic curriculum to all our students



By prioritising safeguarding, we aim to create a nurturing environment where students can thrive academically, socially, and personally. We encourage families to familiarise themselves with our safeguarding policies and participate actively in fostering a safe and supportive school community. Together, we can ensure that every student feels secure and empowered to achieve their full potential.

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 (to be launched 2024-25): 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 Parent Mail.

Lost property

All students at Dixons Croxtheth 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.

Media, film and photographs

From time-to-time, Dixons Croxtheth 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 Croxtheth 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 Croxtheth 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 Croxtheth students used a variety of different methods of transport to get to and from the Academy. Students are reminded of the importance of road safety 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 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. 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

Dixons Croxteth Academy

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 everchanging 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 Croxteth Academy will ensure that:

- we provide a safe and supportive environment for students to enjoy learning and achieve their full potential
- we provide a consistently high standard of teaching
- students have the best possible education by providing a suitable curriculum and individual support
- we provide parents / carers with regular reports and opportunity for discussion about their child's progress
- we set regular homework
- we contact home to acknowledge students' successes
- we contact home if there are concerns about students' behaviour, progress or attendance
- we contact home immediately if students are to be retained for more than 10 minutes after the end of the academy day
- we provide a wide variety of co-curricular electives 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 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 tutor consultations and parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- your contact details are up-to-date and you let reception know if your contact details change
- you support your child in participating in co-curricular electives and expeditions, in particular the Year 7, 8 and 9 residential visits
- you pay for the replacement of any equipment or books your child loses or damages

Students will ensure that they:

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

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:

Are you interested in teaching or do you know someone who is?

We can support you



Scan for details



**DIXONS
CROXTETH**
ACADEMY

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