



DIXONS  
BROADGREEN  
ACADEMY

# Family Handbook 2025/26





# Contents

## Introduction

- 4 Welcome
- 6 The Peaks
- 9 Term and holiday dates
- 10 Key staff
- 11 The academy week

## Mastery

- 13 Teaching and learning
- 13 Curriculum
- 15 Literacy
- 16 Modern Foreign Languages
- 16 Personal Development Studies
- 16 Health and sex education
- 17 Homework

## Autonomy

- 18 Learning habits
- 19 Equipment
- 21 Consequences
- 22 Advisory
- 22 Individual needs
- 22 Daily attendance
- 22 Absence
- 22 Leave of absence
- 23 Dress code
- 25 Student planner
- 26 Lunchtime

## Purpose

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

# Welcome to Dixons Broadgreen Academy

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

We are proud to be a diverse and inclusive community where every student and family is welcomed, respected, and supported. We believe that a strong sense of belonging and shared purpose helps every child to flourish. That's why we work in partnership with families—because together, we can create the best possible environment for learning and growth.

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

## **Work hard**

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

## **Have integrity**

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

## **Be fair**

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

Academy life is challenging but exciting, rigorous but rewarding, and these values shape every routine and interaction. We believe that high expectations, when combined with care and encouragement, lead to the best outcomes for young people.

We are relentless in our pursuit of excellence, and this requires dedication and support from families as well as school staff. We work hard, uphold our standards, and treat everyone fairly—because this is what it takes to achieve success for your child.

We will always do our best to provide an outstanding all-round education, while being clear about what is expected from students both academically and socially. At the same time, we recognise that every child is unique, and we are committed to offering the right support to help each one meet their potential. If you have any questions or concerns, please don't hesitate to contact us—you'll always find someone here who is ready to help and happy to listen.

**Adam Samy**  
**Principal**



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



## **The Peaks**

Dixons Broadgreen Academy is a secondary school serving students aged eleven to eighteen located in the area of Broadgreen in Central Liverpool. During their five years with us, students move through two distinctive key phases described below. In each phase, students are supported to meet, and exceed, age-related expectations whilst preparing for the next stage in their education.

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

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

This peak marks an important transition for primary students as they embark on the secondary phase of their education - they truly begin to develop and demonstrate our driver of autonomy. Reading remains a key focus as students develop the fluency to be more self-directed in their enjoyment of a wide range of texts from different cultures, genres and time-periods. Year 7 marks the beginning of secondary education where students bring and build on the wealth of knowledge learnt and retained at the beginning of this peak. During this phase, students will develop a greater sense of responsibility and independence both at school and home.

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

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



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

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



# Term and holiday dates 2025/26

## **Term 1: Monday 1 September to Friday 17 October 2025**

Holiday: - Saturday 18 October to Sunday 2 November 2025

## **Term 2: Monday 3 November to Friday 19 December 2025**

Holiday: Saturday 20 December to Sunday 4 January 2025

## **Term 3: Monday 5 January to Thursday 12 February 2026**

Holiday: Friday 13 February to Sunday 22 February 2026

## **Term 4: Monday 23 February to Friday 27 March 2026**

Holiday: Saturday 28 March to Sunday 12 April 2026

## **Term 5: Monday 13 April to Friday 22 May 2026**

Holiday: Saturday 23 March to Sunday 31 May 2026

## **Term 6: Monday 1 June to Friday 16 July 2026**

Holiday: Friday 17 July 2026 onwards

### **Additional holidays not included above**

Monday 4 May 2026 – bank holiday

### **Staff data and planning days (non-student days)**

Tuesday 26 August – Friday 29 August 2025

Thursday 13 November – Friday 14 November 2025

Friday 13 February 2026

Thursday 5 March – Friday 6 March 2026



# Key staff

## Senior leadership team

---

|                  |                          |
|------------------|--------------------------|
| Mr A Samy        | Principal                |
| Dr J Moore       | Vice Principal           |
| Mr K Eastham     | Vice Principal Assistant |
| Miss L Idris     | Vice Principal Assistant |
| Mrs S Rittenberg | Vice Principal Assistant |
| Mr C Lamb        | Vice Principal           |
| Ms J Copeland    | Trust Vice Principal     |

## Key associate staff

---

|                     |                     |
|---------------------|---------------------|
| Declan Meadows      | Director of Culture |
| Robert Anderson     | Director of Culture |
| Rebecca Graham      | Director of Culture |
| Miss M McHugh-Iddon | Head of Year        |
| Mr R Powell         | Head of Year        |
| Miss J Quinn        | Head of Year        |
| Mr A Higham         | Head of Year        |
| Mr L Wilson         | Head of Year        |

## Safeguarding

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

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

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

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

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

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

|                      |   |
|----------------------|---|
| Dr. Jonathan Moore   | Vice Principal and Designated Safeguarding Lead (DSL) |
| Mrs. Janis Griffiths | Safeguarding Officer and Deputy DSL                   |
| Mr. Adam Samy        | Principal and Deputy DSL                              |
| Mr. Karl Eastham     | Vice Principal and Deputy DSL                         |

Our full safeguarding policy is available on the school website. Visit the Contact Us page on [dixonsba.com](http://dixonsba.com) for contact details.

# The academy week

At Dixons Broadgreen, we operate a longer working day Monday, Tuesday, Wednesday and Friday, with a shorter day on Thursday ending at 2:15 for students. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding. There are no shortcuts to success. We will operate a two week timetable so parents must be aware that lessons will not necessarily be on the same day each week – Particularly important for PE.

## Year 7, 8 and 9

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

## Year 10 and 11

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

- All students must arrive at the academy by 8.15am at the very latest to join line up at 8.17am
- All students begin their day with Morning Meeting which includes: retrieval practice; literacy and numeracy; strengthening of school culture; value expectations reset; and appreciations / recognition
- Same day corrections (detentions of up to 60 minutes) start at 3.05pm on Monday to Wednesday and Friday; and 2.15pm on Thursday

\*DEAR - Drop everything and read



# Mastery

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

## Teaching and learning

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

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

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

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

In our classrooms, we use schemes of work and lesson plans, we value knowledge, skills and understanding.

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

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

## Curriculum

The start of secondary school marks an exciting phase in the lives of our students as they build on fundamental knowledge learnt during their primary education forming ever wider and deeper schema. Students study English, mathematics, science, French or Spanish, geography, history, religious education, art and design, computing, music, drama and physical education.

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

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



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

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

See the school website for more information about subjects studied and time allocations

## **Literacy**

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



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

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

Each day, there is also a 30-minute session of DEAR (drop everything and read). Students read a combination of non-fiction and fiction texts which support their literacy and knowledge of the wider world. DEAR is a key part of the school's literacy strategy, and the students' personal development curriculum. Advisors read aloud to their classes, as well as asking students to read. Less confident readers are encouraged to read an amount which is appropriate to their ability and confidence, with advisors supporting as necessary. Students are encouraged to read for at least 30 minutes each evening.

## **Modern Foreign Languages**

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

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

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

## **Personal Development Studies**

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed personal development studies (PDS) around DfE Guidance for personal, social and health education (PSHE) and relationships and sex education (RSE). PDS develops students' understanding of British values and prepares them for the modern world.

## **Health and sex education**

This is covered during science, PDS and RS 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 RS lessons.

## **Co-curricular**

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

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

We also have clubs as part of our enrichment timetable which are not linked necessarily to individual subjects, for example, Debate Club, Warhammer Club and eco-warriors club.

## **The summits**

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

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

The summits provide students with the opportunity to commit to the wider life of the academy and, therefore, immerse themselves fully in our culture from Year 7 through to Year 11. They are also important milestones for each child and create valuable experiences which support their learning in other areas.

## **Educational visits and outdoor education**

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

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

## **Homework**

In lower peak, students should complete 90 minutes of homework per evening.

In upper peak, students should complete at least 2 hours of homework per evening.

### **Types of homework**

Students in upper peak will complete look, cover, write, check homework using 100% sheets (provided

by the school). Students must use look, cover, write, check to learn the content of a given section of their 100% book each evening (provided by the school). They are expected to fill a sheet of A4 paper from top left to bottom right, with no gaps, using this method. A green pen should be used to check they have recalled the information correctly by ticking the emboldened words (more information can be found on the academy website). Students will sit a weekly test every Friday in Morning Meeting, to determine if the revision is being completed accurately. Failure to submit look, cover, write, check homework in Morning Meeting will result in a same-day 20 minute correction.

All students will receive a weekly Sparx Maths homework which must be completed by the deadline given to them each week. Sparx assignments will take approximately 40 minutes to complete.

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

### **How to support with your child's homework**

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

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

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

# Autonomy

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

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

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

Our learning habits are carefully designed with support to allow every student to meet the expectations that are the habits needed to be successful in any place of work in the future. As adults, we wouldn't arrive late to work, without the things we need to do the job, and while at work we focus on the job at hand. We build these habits in our students to step them up for success.

## 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

poor learning habit to get into. Responses are expected to be positive and fair for all parties involved, including the student themselves.

### Uniform

We will insist on perfect uniform: not nearly perfect but perfect. We expect all students to wear the full and correct uniform every day. This is because uniform plays an important role in creating a sense of belonging and shared identity within our school community. It helps to promote fairness by reducing visible differences between students, and supports safeguarding by making it easy to identify who belongs on site. We want every child at Dixons Broadgreen Academy to feel proud of who they are and the community they are part of.

### Homework and deadlines

We will insist on all homework being completed on time and to a good standard, neatly and with pride. Please see the homework timetable in your child's 100% book. To support students completing the homework, we offer a daily homework club and we also open a space to complete homework at lunchtime, break time and before school.

### On-task

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

### Punctuality

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



## Equipment

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

### Daily:

A bag containing:

- two black pens
- two green pens
- black whiteboard pen
- pencil
- rubber
- ruler
- clear, plastic pencil case
- scientific calculator
- a prism (provided by the school)
- a reading book

Mathematics:

- calculator – a Casio FX83GT X

The following items will be useful to have at home:

English:

- an English dictionary and thesaurus

Languages:

- a French or Spanish dictionary

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

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

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





## Consequences

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 Consequence 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 = 40 minute correction

3 broken habits = 60 minute correction

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

A student may spend the day isolated from the rest of the school community to reflect on their behaviour. Visit the school website for the full behaviour policies.

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

For the consequence system to work, parental support is essential. Most parents love the correction system. Until their child gets one. It will be an inconvenience initially, we know, but as at home, establishing clear boundaries and consequences that are stuck to means our community learns to make the right choices and build good habits.

Our habits and behaviour system sets expectations and creates accountability for our students and their choices. When our parents reinforce these expectations at home, 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 your 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. Instead, we support every student to rise to meet and exceed the bar

### **Advisory**

All students have an advisor who they see during DEAR (drop everything and read) each day.

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

### **Individual needs**

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

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

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

### **Daily attendance**

It is essential that students arrive at the academy in plenty of time to organise themselves for the start of their day. Students wishing to stay after school to complete homework must be in the designated areas. Alternatively, they must be registered at one of the

published subject catch-up sessions or optional co-curricular sessions.



### **Absence**

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

Please note that only **emergency** appointments for dentists, opticians, and doctors should be during school hours. Routine appointments must be made out of school hours. When it is known in advance that an absence is to be requested for such emergency appointments this can be requested through the attendance team and leadership.

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

### **Leave of absence**

Leave of absence during term time is no longer permitted. If there is an emergency situation, you would need to book a meeting with the principal or a member of the leadership team to discuss any prolonged absence. Any extended absence from the academy will be counted as unauthorised and can lead to a fixed penalty notice from the local authority. In order to avoid personal opinion and to ensure complete fairness for all, we refer all planned leave of absence to the authority.

## **Religious leave of absence**

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

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

## **Purpose of Uniform**

At Dixons Broadgreen Academy, we believe that school uniform plays a vital role in creating a cohesive, inclusive, and focused learning environment. Uniform ensures that all students wear similar clothing each day, helping to foster a greater sense of equality and belonging. It also removes the pressure on families to purchase the latest fashion trends, reducing the potential for bullying and social division based on appearance.

Uniform helps students concentrate on what truly matters—learning powerful knowledge that can transform their lives. It also enhances safety, making students easily identifiable both on and off school premises. Uniform prepares students for the professional world where dressing appropriately is often essential for success. By encouraging professionalism and reducing distractions, our uniform policy supports students in focusing on their character and academic growth.

Our uniform is based on extensive feedback from our students and families, and we are confident it offers greater comfort, choice, and value for families.

### **Key Information:**

- Only two branded items required to attend school:
- Combined cost: as low as £21.50 for younger students and £23 for older students.

Items introduced in 2025 based on student feedback:

- Polo shirts
- Religious wear options
- Formal black shorts (permitted during Half Term 6)
- Round-neck and V-neck jumpers or cardigans
- A new black PE kit
- An optional branded hoodie (to be worn on PE days only, priced between £14-£15)

The DBA uniform offers students more flexibility and clearly defined choices, making it more likely they will feel comfortable, confident, and motivated to attend

school and achieve their best. Most importantly, the new uniform is of higher quality than ever before, ensuring durability and comfort while helping families spend their money on other important priorities.

## **Uniform for Lower Peak - Year 7, 8 or 9**

### **Choice and Comfort**

Students are not required to wear a blazer or tie. However, those who wish to wear them are welcome to do so. Our aim is to provide students with more autonomy while maintaining high standards of presentation.

### **Non-PE Days:**

Students may choose from the following tops:

- Short-sleeved or long-sleeved formal white shirt or blouse
  - Black, navy, or grey polo shirt
- These must be worn with any of:
- Formal black school trousers
  - Formal black skirt (knee-length with at least two pleats)
  - Formal black pinafore (knee-length with at least two pleats)

Alternative options:

- Plain black, navy, or grey thobe or abaya can replace the items mentioned above
- Formal black shorts can replace formal black trousers (during the final half term of the Academic Year)

Footwear and Accessories:

- Plain black leather style shoes which are polishable and presentable (no logos)
- Plain black socks or tights (no visible logos)

### **Choice of compulsory Branded Knitwear so our students can be identified**

For students who choose not to wear a blazer, students must wear compulsory branded Dixons Broadgreen Academy branded knitwear over their chosen top, so students are easily identifiable and kept safe. Options include:

- Round neck jumper
- V-neck jumper
- Cardigan

### **PE Days:**

We are introducing a new, more comfortable and affordable black PE kit, which includes:

- Compulsory branded DBA T-shirt

- Plain black shorts and socks (no logos)
- Plain black trainers (where possible)
- Optional Plain black unbrand colder days (no logos)
- DBA branded hoodie (black, navy, or grey) which is only to be worn on PE days

Students can continue to wear the previous grey DBA PE kit or our previous PE tracksuit if they prefer.

#### **Student lanyard and ID card:**

To support our move away from multiple, expensive, branded uniform items, all students will be issued with a free year-group coloured lanyard and photo ID card. These must be always worn while on school premises. ID cards will eventually also be used for signing in, accessing facilities, and purchasing food in the canteen. Please note, only the first lanyard and ID card will be free, with those lost being chargeable.

### **Uniform for Upper Peak - Year 10 or 11**

#### **Developing Autonomy**

Students will no longer be required to wear a blazer or tie. However, those who wish to wear them are welcome to do so. Our aim is to provide students with more choice while maintaining high standards of presentation.

#### **Non-PE Days:**

Students may choose from the following tops:

- Short-sleeved or long-sleeved formal white shirt or blouse
- Black, navy, or grey polo shirt

These must be worn with any of:

- Formal black school trousers
- Formal black skirt (knee-length with at least two pleats)
- Formal black pinafore (knee-length with at least two pleats)

Alternative options:

- Plain black, navy, or grey thobe or abaya can replace the items mentioned above
- Formal black shorts can replace formal black trousers (during the final half term of the Academic Year)

Footwear and Accessories:

- Plain black leather style shoes which are polishable and presentable (no logos)
- Plain black socks or tights (no visible logos)

### **Additional Options for Years 10 and 11**

Students in Years 10 and 11 may also wear a formal suit in black, navy, or grey. The suit must be consistent in colour and unbranded and should be worn with a short-sleeved or long-sleeved formal white shirt or blouse. Only formal black leather-style shoes which are polishable and presentable are permitted with suits.

#### **Choice of compulsory branded knitwear so our students can be identified**

All students must wear compulsory branded Dixons Broadgreen Academy branded knitwear over their chosen top, so students are easily identifiable and kept safe. This includes for students who wear suits. Options include:

- Round neck jumper
- V-neck jumper
- Cardigan



#### **PE days**

We are introducing a new, more comfortable and affordable black PE kit, which includes:

- Compulsory branded DBA T-shirt
- Plain black shorts and socks (no logos)
- Plain black trainers (where possible)
- Optional plain black unbranded base layers for colder days (no logos)
- DBA branded hoodie (black, navy, or grey) which is only to be worn on PE days

Students can continue to wear the previous grey DBA PE kit or our previous PE tracksuit if they prefer.

#### **Student lanyard and ID card**

To support our move away from multiple expensive branded uniform items, all students will be issued with a free year-group coloured lanyard and photo ID card. These must be always worn while on school premises. ID cards will eventually also be used for signing in, accessing facilities, and purchasing food in the canteen. Please note, only the first lanyard and ID card will be free, with those lost being chargeable.

## Frequently asked questions

### How can our uniform be purchased?

All our school uniform items will be available for purchase from our supplier, [www.alphaschoolwear.com](http://www.alphaschoolwear.com).

If you prefer to visit a store to collect our new uniform items, you can do this at the following locations:

- West Derby Schoolwear, 239-241 Eaton Road, Liverpool, L12 2AG
- Brienda Schoolwear, 74 Muirhead Avenue East, Liverpool, L11 1EL
- Warrington Schoolwear Centre, 50-54 Buttermarket Street, Warrington, WA1 2NN
- Paul Place Schoolwear, 272 Stanley Road, Bootle, L20 3ER

### How much do the uniform items cost?

All cost information is available from Alpha schools website at [www.alphaschoolswear.com](http://www.alphaschoolswear.com)

### Student planner

At the beginning of each year, students are issued with a planner. The student planner is used to record homework, student passwords and other important information that students may need throughout the

week. The planner is a very important document and students are expected to take great care of it. If the planner is lost or defaced, a student will be expected to replace the planner at a cost of £5. They can purchase their new planner from the equipment shop.

### Lunchtime

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

### Healthy School

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





# Purpose

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

## Contact with families

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 families 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:

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

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

## Home-School Contact

Whilst we endeavour to respond to any queries or enquiries as soon as possible, the academy does operate a 48-hour response policy. If you would like to arrange an appointment with a member of the senior leadership team, please speak to one of our administrators located in reception.

## Lost property

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

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

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



## **Media, film and photographs**

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

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

## **Smart technology**

Students do not have any need for a mobile phone at Dixons Broadgreen Academy. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain, switched off (before entering the school gates) and out of sight in their bag throughout the school day.

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

## **Personal money**

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

## **School travel plan**

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

We ask that parents collecting students, respect residents and do not block private driveways. To

ensure the safety of students, the main school gates will remain closed until the end of the school day. Parents arriving early to collect students must call and arrange this beforehand.

## **Causes for concern**

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

## **Leaving the academy**

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

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

# Home - Academy Agreement

## The Dixons Difference

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

### **Dixons Broadgreen Academy will ensure that:**

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

### **Families will ensure that:**

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

- you support the academy's policies and regulations on behaviour and uniform including same day after-school corrections (detentions) until 4.30pm after communication from the academy
- you provide a suitable environment for your child to work at home
- your child completes their homework on time and to the highest standard
- you attend advisor consultations and parent / carer evenings to discuss your child's progress, and any other meetings arranged with your support
- you read and sign the student planner every week
- your contact details are up-to-date and you let reception know if your contact details change
- your child participates in co-curricular electives and expeditions
- you pay for the replacement of any equipment or books your child loses or damages

### **Students will ensure that they:**

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

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

Student name: .....

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

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

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

A large, stylized graphic element in the background, composed of several overlapping triangles in shades of orange, brown, and beige. The triangles are arranged to create a sense of depth and movement, with some pointing upwards and others downwards. They form a triangular shape that is wider at the bottom and narrower at the top.

Dixons Broadgreen Academy,  
Queens Drive,

Liverpool

L13 5UQ

Telephone: 0151 332 6770

[www.dixonsba.com](http://www.dixonsba.com)

[X@DixonsBA](mailto:X@DixonsBA)