



**DIXONS
FAZAKERLEY**
ACADEMY

Family Handbook 2025/26



Climbing
together,
climbing
higher.



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Welcome to Dixons Fazakerley Academy

At Dixons Fazakerley Academy, we are fully committed to providing every student with an exceptional education, one that broadens horizons, builds character, and maximises life chances.

We equip students with the powerful knowledge, habits, and values they need to succeed at university, or a high-quality alternative, and thrive in life beyond school. Every student deserves access to the opportunities a great education can offer, and that is why we are relentless in our efforts to do whatever it takes to help every child climb their mountain.

We hold the highest expectations of ourselves, our students, and our families. This shared commitment is what makes our community strong and what ensures every student is supported and stretched to reach their full potential.

Our work is underpinned by three core values that guide everything we do:

1. Determination

We never give up. No matter how challenging things get we keep climbing.

2. Integrity

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

3. Respect

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

We believe education should be a truly transformative experience, the kind that changes lives. Dixons Fazakerley Academy should be a place where, if a student dares to aim high and shows the determination to match, they can turn ambition into reality. A Dixons Fazakerley Academy student knows that kindness and achievement go hand in hand. They understand that true success isn't just about personal progress, it's about lifting others too. They feel a deep sense of belonging to something greater than themselves and take pride in being part of a community built on respect, ambition, and purpose.

To our families: you are a vital part of this journey. The success of our students depends not only on what happens in school, but also on the strength of the partnership between home and academy. We value your trust, your support, and your voice. Together, we will create the kind of environment where children thrive, not just academically, but in character and confidence too. Welcome to the Dixons Fazakerley Academy community. We're proud to have you with us.

Nick Hughes
Principal



From the moment a student arrives at Dixons Fazakerley Academy, we ask them to live these values: determination, integrity and respect.

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



The peaks

Dixons Fazakerley Academy is a secondary school serving students aged eleven to sixteen located in the suburb of Fazakerley in North 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, 8 and 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 primary school. During this phase, and continuing through Years 8 and 9, students will develop a greater sense of responsibility and independence both at school and home.

Upper peak – expert students Year 10 and 11

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

Year 10 and 11 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 upper peak support their younger peers in a variety of ways through paired reading and tutoring to mentoring and guidance. By the end of this phase, students will be prepared to sit both high tariff GCSE and vocational qualifications and have mastered the knowledge and skills of each subject domain in readiness for study at A Level and beyond.

Term and holiday dates 2025/26

Autumn Term

Half term starts: Monday 1 September Year 7

Tuesday 2 September Years 8, 9, 10 and 11

Half term ends: Friday 17 October

Holiday – 2 weeks: Monday 20 October to Friday 31 October

Half term starts: Monday 3 November

Half term ends: Friday 19 December

Holiday: Monday 22 December to Friday 2 January

Spring Term

Half term starts: Monday 5 January

Half term ends: Thursday 12 February

Holiday: Friday 13 February to Friday 20 February

Half term starts: Monday 23 February

Half term ends: Friday 27 March

Holiday: Monday 30 March to Friday 10 April

Summer Term

Half term starts: Monday 13 April

Half term ends: Friday 22 May

Holiday: Monday 25 May to Friday 29 May

Half term starts: Monday 1 June

Half term ends: Thursday 16 July

Holiday: Friday 17 July

Staff training, data and planning days

Tuesday 26 August

Wednesday 27 August

Thursday 28 August

Friday 29 August

Thursday 13 November

Friday 14 November

Thursday 11th December

Thursday 5 March

Friday 6 March

The academy week

At Dixons Fazakerley Academy, we operate a longer working day Monday to Wednesday. With an extended academy day, students have more time in the classroom to acquire skills, knowledge and understanding. There are no shortcuts to success.

Lower Peak

08:20 - 08:45	Morning Meeting
08:45 - 09:35	Lesson 1
09:35 - 10:25	Lesson 2
10:25 - 10:45	Break
10:45 - 11:35	Lesson 3
11:35 - 12:25	Lesson 4
12:25 - 12:55	Lunch
12:55 - 13:25	DEAR Time
13:25 - 14:15	Lesson 5
14:15 - 15:05	Lesson 6 (Monday to Wednesday only)

Higher Peak

08:20 - 08:45	Morning Meeting
08:45 - 09:35	Lesson 1
09:35 - 10:25	Lesson 2
10:25 - 10:45	Break
10:45 - 11:35	Lesson 3
11:35 - 12:25	Lesson 4
12:25 - 12:55	DEAR Time
12:55 - 13:25	Lunch
13:25 - 14:15	Lesson 5
14:15 - 15:05	Lesson 6 (Monday to Wednesday only)

- All students must arrive at the academy by 08:15 for their line up at 8:17am
- All students begin their day with lineup, followed by 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 one hour) start at 15:05 on Monday to Wednesday; and 14:15 on Thursday and Friday.
- Students finish at 14:15 on Thursday and Friday – there is no lesson six on these two days.
- Staff remain on site every Thursday for professional growth unless a school calendared event is taking place.



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

Mastery

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

Teaching and learning

At Dixons Fazakerley 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: determination, integrity, and respect.

At Dixons Fazakerley 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. This 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 Fazakerley 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 and physical education. In Year 9, our longer day means that students can study the same range of subjects as in Year 7 and Year 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, triple science, French, Spanish and history or geography. As well as the EBacc, all students will study RE 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.

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

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

Subjects studied and time allocations

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

Subject	Weekly lesson allocation				
	Year 7	Year 8	Year 9	Year 10	Year 11
English	9	9	9	9	9
Literacy	1	1	1		
Mathematics	9	9	9	9	9
Science	8	8	8	10	10
History	4	4	3	6**	6**
Geography	4	4	3	6**	6**
RE	2	2	2	4	4
Personal Development Studies	2	2	2	2	2
Spanish / French	4	4	6	6**	6**
Computer Science, IT or Business Studies	2	2	2	4**	4**
Art & Design	2	2	2	4**	4**
Design Technology	1	1	1		4**
Drama	2	2	2	4**	4**
Music	2	2	2	4**	4**
PE				4**	4**
Core PE	4	4	4	2	2

** This asterisk represents options subjects.

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.

To raise the profile of literacy across the curriculum, to support students with their learning and to raise standards across the curriculum, there are always three 'literacy' expectations of all students.

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

Reading opens the gates to worlds beyond our horizons and every student will be supported to become a fluent and confident reader at Dixons Fazakerley Academy. We embrace this mission each and every day with 30 minutes of Drop Everything and Read (DEAR) in the middle of our day.

During DEAR students read a selection of books, which form the Dixons Fazakerley Academy canon, and these allow students to immerse themselves in stories which depict a range of countries, cultures, time periods and themes.

Students complete reading tests (NGRT) twice per academic year. The results of these tests help us to identify whether intervention is required to support students to be confident to read to a standard at least equivalent to their chronological age. We offer intensive phonics interventions, where required, in the form of Ruth Miskin's Fresh Start. This is then followed by further intervention to support and build reading fluency. Students will have so many opportunities to grow and develop their love of reading – ideally, this is then complimented, with daily reading aloud at home. Your support in this matter is crucial and appreciated.

Modern foreign languages

At Dixons Fazakerley 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 (PDS)

We are committed to ensuring that our students develop into young adults with the knowledge, understanding and skills to make informed decisions in their future life. We have designed Personal Development Studies (PDS) around DfE Guidance for Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE). Students receive weekly PDS lectures delivered by a specialised member of staff which are then followed up by seminars in advisory.

Health and sex education

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

Co-curricular

We provide a varied and rich programme of extra-curricular electives. All students will be encouraged to attend these, each week. Options range from subject clubs, through to team sports and more unique opportunities! Electives are reviewed on a cycle-by-cycle basis: students will be asked to select their preferences and places are then allocated accordingly. Attendance to extra-curricular clubs will always be recognised and celebrated in the form of appreciations and house points.

Extra-Curricular Electives

At Dixons Fazakerley Academy, involvement in extra-curricular electives is just as important as academic study. Our electives enable students to commit to the wider life of the academy and immerse themselves fully in our culture.

The MAP

Linked to our drivers of Mastery, Autonomy and Purpose, The MAP is an approach to developing students' character and cultural capital.

The 'MAP Curriculum' supports and motivates students to develop the necessary attributes, habits, character and cultural capital to be successful both within and beyond school.

Every student will have the opportunity to complete a series of challenges, or steps, and every step will be recorded and recognised. Achievement of steps equates to bronze, silver, gold and ultimately the platinum award. Achievements are also recognised as a part of our house system.

The MAP is designed to provide students with the direction, behaviours and experience they need to successfully climb their mountain to university or a real alternative.

Educational visits and outdoor education

During the year, there are a wide variety of educational visits available to the students.

Families will always be given reasonable advance notice of visits and will be informed as to which visits are compulsory and those that are optional.

Homework

Homework is a key part of the expectations at our academy because the evidence is clear: regular, effective homework leads to better outcomes for young

people. Research has demonstrated that students who complete regular homework make, on average, 5 months' more progress than those who do not. This can make all the difference to our students' learning and is a vital part of helping every student leave Dixons Fazakerley Academy with the option to pursue university or a meaningful, real alternative. Our main homework offer for all year groups; will be

Look Cover Write Check (LCWC) and Sparx Maths. Details of homework expectations, alongside deadlines for each year group, can be found on our academy website.

LCWC enables students to revise the powerful knowledge, required in each subject, through the use of knowledge organisers. Students will be provided with copies and in addition they can be found on our academy website alongside instructions and examples clearly showing our expected standard.

Sparx, the platform we use for maths, is an intuitive programme that uses algorithms to set homework that is tailored to the current knowledge and performance of each individual student. Therefore, the homework will be just challenging enough to help each student get a little bit better without it being so difficult that they cannot complete the maths questions.

Any additional subject or year group specific homework will always be communicated to students and families in advance.

How to support with your child's homework

You can support your child by reminding them to complete their homework and by asking them questions about the topics they have been learning about in school. Test them on their LCWC homework, using the knowledge organiser or ask them to teach you how to do their latest maths topic (Sparx has videos to support with this).

Homework is a vital part of every student's education, so we expect deadlines to be met and will be tracking completion of homework as part of our usual routines. Students who do not complete their homework will receive a 20-minute correction.

Support for students to be successful will always be provided. One element of this is our after-school homework club, designed to help students to meet their deadlines.



Dream team

During Cycle 3 each year, students write their own reports detailing their successes and next steps from the academic year. Students then deliver this in a presentation to their 'dream team': their 'belay partner' (supportive peer); family members; advisor and any other key adults.

Golden Tickets

Golden Tickets are issued in every single lesson at Dixons Fazakerley Academy and recognise exceptional contributions from one student. Students gain Golden Tickets by answering and asking interesting and relevant questions, helping peers and being exceptionally helpful and respectful in lessons. We believe in genuine recognition and the Golden Tickets are greatly valued by students across the academy.

Equipment

Daily:

A pencil case containing:

- A transparent pencil case containing
- 2 black pens
- 2 green pens
- 1 Black whiteboard pen
- 1 hi-lighter
- 1 Glue stick
- 1 Pencil
- 1 Rubber
- 1 Ruler
- 1 Scientific Calculator (a Casio FX83GT CW)
- Reading book

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 their first day at Dixons Fazakerley Academy, your child will be expected to pick up and keep our six learning habits which we believe every student can demonstrate. In doing so, each student will thrive at our school and will have the skills they need to be successful at university.

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

Positive response

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

Uniform

We will insist on perfect uniform: not nearly perfect but perfect. This is because we want children at Dixons Fazakerley Academy to be proud.

Homework

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 planner. Please sign the planner weekly. We run a weekly 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 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 lesson. Every child should be ready for line up and morning meeting, with all the equipment they will need by 8.20am each day. A child will be considered late if they do not arrive within three minutes to the start of each lesson. Please support this by keeping to bedtimes and preparation time in the morning before school.

Equipment

We will insist that every child carries an appropriate pencil case, their planner, DEAR book, the right exercise books, planner 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.

The academy ensured all students succeeded at university, or a real alternative, thrived in a rewarding career and had a purposeful and happy life.





Expectations of our families and sanctions

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

Our system of sanction is very simple, and we are counting on your support. If you are worried about it, the best way to avoid it is to make sure your child picks up the learning habits and sticks to them every single day. Please use some of the summer to get them into the right frame of mind.

If any of the learning habits are not adhered to, we will contact you by text or the MCAS app that day and let you know that your child has a 20-minute correction (detention) that night. If a student is late to Hschool after 9am or has been placed in Internal Exclusion this would result in 1 hour correction that day. Additional sanctions may be required for persistent poor adherence to the learning habits – this would be discussed with you if it was necessary.

We want to work together to help your child meet our school expectations. If a student misses a 20-minute correction session, it will be extended to 40 minutes the following day. If they miss that, it will increase to a 1-hour session.

If a student does not attend the 1-hour correction or shows a more serious behaviour, this will be considered crossing our 'red line'. In such cases, your child may be placed in Internal Exclusion the following day to help them reflect and reset. Students work independently and engaging with behaviour support interventions offered by the wider team.

The evidence from the UK and abroad suggests that the sanction must be immediate (a detention three days later does not work with children), and it must be specific to the problem.

If anyone does not want a correction, they simply need to follow our 6 learning habits (they do not answer back, wear the wrong uniform, fail to do satisfactory homework, are off-task in lesson, arrive late or forget their equipment).

Due to transport issues, please remember to explain how important it is that your child does not get a correction: there may be no bus after the correction, and you may have to make arrangements to get them home.

The House System

At Dixons Fazakerley Academy, all students and staff are part of our house system, which builds a strong sense of community, teamwork, and joy. Each student, through their advisory group, is placed into one of our houses, which are named after world-famous mountains and shaped by the achievements of legendary mountaineers. Each house includes students from all year groups, encouraging friendships and mentoring across different ages.

Students earn house points for positive behaviour, excellent attendance, participation in events, completing MAP challenges, and living out our core values. House competitions take place every cycle in areas like sport, academics, and the arts, and we raise funds for different charities through the house system.

At the end of the year, the winning house is awarded the House Cup during a special assembly. The house system promotes belonging, friendly competition, and pride in our school, and families are encouraged to support their child's house and attend key events.

Advisory

All students have an advisor who they see during DFA Reads each day. You will have the opportunity to meet them face to face at a parents' evening. However, you are also welcome to contact your child's advisor with any issues you wish to discuss. Please telephone the academy to arrange 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 or additional needs. Our philosophy is to educate students as far as possible within the standard provision of the academy. This includes a strong teaching model and early intervention with extra teaching and individual attention for students who are having difficulty reaching the expected standard. Additional support for students is provided under the direction of Mountain Rescue.

Mountain Rescue is for all students with any form of additional need or for students who just need advice and support. Targeted interventions may include social communication support; targeted literacy interventions; social skills; numeracy support; emotional literacy as well as external specialists and partner programmes.

Our experienced team will always be there to help and support the students. Should you require any assistance or have any queries regarding the academy's provision for your child, please contact the SENDCo 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 extra-curricular electives.

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 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 appointments; a leave of absence form must be completed. This can be requested from reception.



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 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, which parents need to complete and return.

Dress code

As with all schools, we have 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. Failure to adhere to the uniform policy will result in a correction.

Lunchtime

At lunchtime, students are welcome to eat in our Academy Restaurant, where a variety of freshly prepared meals are available each day. Please note that we are a cashless school — all payments are made through the ParentPay system. Alternatively, students are welcome to bring a packed lunch from home if they prefer.

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 prohibited by the Academy, these 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 our senior leadership team before eating it in the academy.

To support our environment, students are encouraged to bring a refillable water bottle to school each day. Refill stations are available in the canteen for convenience.

ParentPay / Cashless catering

It is simple, safe and convenient and your child no longer needs to carry cash into school. ParentPay is an online payment system for schools. It allows parents to pay quickly and securely for school meals, trips and activities, uniforms, music lessons and fees. You simply top-up your ParentPay account online by debit or credit card, or in cash through PayPoint stores. Your ParentPay balance can be used immediately to pay for any of your children's items at school.

What are the benefits to parents and students?

- ParentPay is easy-to-use and will offer you the freedom to make online payments whenever and wherever you like, 24hrs a day 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, debit card or cash.
- Full payment histories and statements are available to you securely online at any time.
- Your children won't have to worry about losing money at school again.
- ParentPay will soon be announcing a SmartPhone App to make payments even more convenient.

What are the benefits to our school?

Using ParentPay also ensures that all financial transactions are safe and secure - helping us to remove costs associated with us having to manage cash securely on the school premises.

We never give up.
No matter how
challenging things get,
we keep climbing.



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

Contact with parents / carers

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

Advisors contact the parents of their advisees regularly. Strive for full engagement and 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:

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

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

Letters: whole school letters are also posted on the academy website and emailed home to families.

My child at school (MCAS) App: We encourage all parents to download the MCAS app which will give you access to your child's attendance, timetable and any messages from the academy.

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

48 Hour Response Policy

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 Fazakerley Academy come to school with all their possessions including school uniform clearly marked with their name, in order for lost property to be returned swiftly. 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, we receive requests from the media to take photographs and or films of academy events and activities. In most 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. If 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

If students need to contact home, they can request support from a member of staff. A student does not therefore, have any need for a mobile phone in school. If a family feels that a student needs one for the journey to and from the academy, then the phone must remain switched off and in their bag before entering the school gates.

At our Academy, we operate a "Hear it, See it, Confiscate" policy for mobile phones. If a phone is seen or heard during the school day—regardless of whether it is being used—it will be confiscated immediately.

First Offence: The phone will be returned to the student at the end of the school day.

Second Offence: A parent or carer must come to school to collect the phone.

This policy helps to maintain a focused and disruption-free learning environment. We appreciate your support in ensuring students understand and follow these expectations.

Personal money

Students at Dixons Fazakerley 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 Fazakerley Academy is accessible across Longmoor Lane and Sherwoods Lane. Students are always reminded of the importance of road safety and are encouraged to always cross the dual carriageway on Longmoor Lane by the pelican crossings. 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. Students should enter the school site via the pupil entrance on Sherwoods Lane. Students are expected not to ride their bikes whilst on the school premises and always adhere to good road safety.

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

Car parking

Dixons Fazakerley Academy has accessible visitor car parking for 13 cars and 2 disabled spaces. Visitors are reminded not to park on the grassed areas of the school grounds. There is a separate staff car park which is accessible for after hours school lettings.

Causes for concern

Any parent/carers who have 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. All such instances will be recorded.

Where there is a cause for concern, details will be forwarded to the appropriate senior member of staff for their urgent attention and investigation. Parents will be kept fully informed of the situation and the final outcome.

Leaving the academy

If, for any reason, you 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

A strong home-school partnership is vital to student success. When students are clear on expectations and the adults in their life are aligned, they are best placed to develop strong character, make positive choices, and form lifelong habits. This Home-School Agreement sets out our shared commitments, so that together we create the clarity, consistency, and support every child needs to thrive.

Dixons Fazakerley Academy Commitment to Academic Excellence, Personal Growth & Purposeful Lives:

This is what it means to truly serve our students—creating the conditions for them to thrive academically, grow in character, and feel known and cared for every day. We have a responsibility to:

- Create a safe, inclusive, and well-disciplined environment where every student can thrive.
- Deliver a broad and balanced curriculum through high-quality teaching and meaningful homework.
- Provide one Parents' Evening and two academic reports each year to keep families fully informed about academic progress, attitude to learning, and areas for development.
- Meet the needs of students with SEND and offer strong pastoral care and counselling support.
- Assign every student an Advisor who monitors their attendance, wellbeing, and academic progress.
- Respond to personal circumstances with care and offer support to families when it is needed most.
- Communicate clearly and consistently, guaranteeing a response to all parent/carers enquiries within 48 hours.
- Offer a wide range of enrichment opportunities, including clubs, trips, residentials, and work experience.
- Uphold a Positive Behaviour Policy that promotes safety, character development, and a culture for learning.
- Employ committed, student-centred staff who work in partnership with families and act on feedback.

Student commitment to character:

At Dixons Fazakerley Academy, I choose to live with Determination, Integrity, and Respect—not just in school, but in life. This is what it means to live by our Character Code:

- I show up every day, on time (8:00am - 8:15am) & ready, because I know success starts with showing up.
- I walk with pace via the shortest route to all lessons and routines because I respect my time, my learning, & my goals.
- I meet all appearance expectations because my uniform reflects our values & my appearance, the standard I choose to live by.
- I arrive to school fully equipped because I will not let anything stand between me and learning, growing and pushing my limits.
- I work hard. I play hard. I am kind to people — because true character is shown through words, actions, & how I carry myself.
- I show respect by using the right words, in the right tone, at the right time—because I lose it when I don't
- I stand up for what is right by reporting bullying or unkindness to the appropriate adult—because DFA is a "Telling School" which means showing integrity and protecting others.
- I stay on top of my homework because I know effort today builds the life I want tomorrow. I attend Homework Club if required.
- I take pride in my school environment. Leaving every space better than I found it shows respect, responsibility, and character.
- I add value to my school community and unlock my own potential by taking part in enrichment clubs, trips, and experiences.
- I take responsibility for my actions by accepting the consequences without question or excuses because character means facing up and moving forward. This applies to corrections, the Late Room, Red Line, or Internal Exclusion.
- I never bring anything to school that could harm our culture, including all prohibited items.
- I keep my phone switched off and in my bag from the moment I arrive until I leave—because limiting distractions helps me focus on learning and protects us all from the pressures and problems that can come with social media.
- I always show exemplary character and represent the academy with pride—on trips, in the community, and wherever I go—because I understand my actions reflect on all of us.
- I use social media responsibly—because I value my dignity, protect my safety, and will not harm our school's culture or reputation.

Parents commitment to alignment with the school

As a parent/carer, I know that when we work in partnership with the school and speak with one voice, it gives my child the clarity and consistency they need to thrive. This is what it means to be in partnership with the school.

I will support my child’s attendance by:

- Ensuring daily, punctual attendance unless my child is seriously ill.
- Informing the Academy of absences promptly.
- Scheduling appointments outside of school hours and avoiding term-time holidays.

I will support my child’s achievement by:

- Ensuring they have the correct learning equipment needed for the day, including an A4 sized bag
- Ensuring my child completes their homework on time and to the best of their ability
- Attending Parents/Carers Evenings with my child
- Supporting compulsory attendance at Homework Club and catch-up sessions if my child’s progress is unsatisfactory.

I will support my child’s character development by:

- Reading and reinforcing the Positive Behaviour Policy and core values at home.

- Supporting the consequence system, including corrections, the Late Room, Red Line & Internal Exclusion.
- Ensuring uniform and appearance compliance.
- Supporting DFA’s mobile phone policy by avoiding mobile contact during school hours; I will use reception or email instead.
- Covering the cost of any equipment or property, my child may lose or damage.
- Encouraging my child to take part in trips, clubs, and events—and when possible, I will attend celebrations of their successes.

I will support communication by:

- Ensuring the academy has the most up-to-date contact details, informing them promptly of any change in appropriate personal information.
- Informing the Academy of any concerns that may affect my child’s progress or behaviour.
- Contributing to the smooth functioning of the academy by scheduling appointments when I wish to meet with academy staff.
- Speaking to all staff with respect and courtesy

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

Student name:

Student signature: Date:

Parent / carer signature: Date:

Principal signature: Date:



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