



# *Dobcroft Junior School Prospectus*



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# Introduction to Dobcroft

## Junior School

The school was originally opened in 1972 to provide primary education for 240 children in an open-plan organisation. Since then the school has expanded and now has some mobile classrooms. Class spaces have been separated by folding partition doors to provide teachers and children with flexible spaces that lend themselves to a variety of approaches in teaching and that facilitate the creation of different groupings of children.

The main building surrounds an open courtyard, "The Snug" IT room, "The Noodle Pot" for food technology and various small rooms for group work. This includes the "Butterfly Room" where children have access to a pastoral support worker. A staff room and offices as well as the kitchen are also housed in the main building.

In addition to the mobile classrooms that house one of the year groups there is a further mobile classroom on the other side of the main building which is used for music lessons during the school day. In term time weekday mornings, evenings and on Inset days, the pre- and after-school club (DASH – Dobcroft After School Hours) operates from this mobile

The school is set in beautiful surroundings, bordering on a large area of woodland. There are a number of asphalt play areas and an excellent games field; a small stream runs through the site between the junior school and the neighboring infant school. A wildlife garden surrounding the stream and "Marjorie's Garden", both enhance the environment.

We are constantly striving to improve the internal and external environment.





# Welcome to Dobcroft Junior

Our school has a warm and friendly ethos, where we encourage children to be polite and consider others. We encourage children to join activities, make friendships and value others regardless of their abilities and background.

At Dobcroft Junior School we are extremely proud of our high educational standards and our highly inclusive environment.

## *Our Ethos*

We believe:

- That children should be happy at school and be able to enjoy a non-threatening and safe environment in which to work and play
- That every child's skills and achievements should be acknowledged and celebrated
- That children should have access to a wide range of opportunities and be able to participate in all activities without reference to ability, race or gender
- That children should commit themselves fully to the school and the learning opportunities and activities it offers
- That courtesy, kindness and good manners are essential in all members of our school community
- That work should take place in a pleasant, stimulating environment in which the right of every individual to work and learn is acknowledged and respected by the behavior and attitude of others
- That conflict should be resolved without resorting to violence in either language or action

## *Values and Mottos*

The school undertakes Values education in which a high profile is given to human values such as co-operation, honesty and responsibility. These values are explored in assemblies and in the classroom. This programme has enriched the common core vocabulary of our community when dealing with personal issues. In addition our school mottoes have a powerful impact in school, acting as clear reminders of our high expectations.



"There is no such thing as an innocent bystander."

"We seek to enable others and to include people of all abilities in our school and in our lives."

"Live the Values and be a caring and responsible global citizen."

"I can make a difference. Together we can make a difference."

"I will listen, think, work hard and make the most of my abilities."

"We choose respect."

"We recognise and celebrate Diversity."

# Parent Partnership

Parents and school staff all work in partnership to support the child. Success comes when there is mutual respect, trust, openness and honesty between the partners who must acknowledge the importance of each other's roles. Teachers recognise each parent's special interest in his/her own child, and parents need to recognise that the individual child's interests have to be set in the context of class, the year group and the whole school.

The responsibility for a child's education, the fulfillment of his/her potential as a learner and the need for each child to commit him/herself to high achievement, rests between the teachers and parents. There is much that our school can offer which is enhanced if parents give their support.

There is strong evidence that parents make a huge difference in their child's performance and achievement at school. There will be a range of opportunities, throughout a child's school life, for parents to be involved in such as help during lesson time, workshops, sports days, educational visits, Christmas productions, reading at home, parents' evenings and home tasks. We hope that you will enjoy taking part in our school community and that you will be able to attend some of our parent groups and meetings.

If you feel you are able to help in school, please make this offer to your child's class teacher. A regular commitment to help at a particular time each week is particularly welcome!



# Catchment Area

For certain aspects of the admissions process, children who live in the catchment area of the school have a degree of priority. For more up to date information about the catchment area, please contact Primary Admissions on 0114 273 5766 or check the website: [www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/catchment-areas](http://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/catchment-areas)

## Admissions

The I.A.N. (Indicated Admission Number) for Dobcroft Junior School in all year groups is 90 to keep in line with our feeder Infant school. Normally, there are no more than 90 children transferring from Dobcroft Infant School, so everyone is offered a place when moving from Year 2 to Year 3. However, more recently, governors have agreed we will admit up to 96 pupils in all year groups. At all times, the school usually runs close to its standard number and it is possible that applications for places may exceed this number.

Admissions are dealt with by officers of the Local Authority. If there are insufficient places,

# Making A Start

## Transfer from Dobcroft Infant School

Children transfer from the Infant School in the same three classes as in Year 2 for their start at the Junior School. Experience tells us that the children quickly settle, enjoying the challenges brought by a change of school. The children will usually be mixed between classes at the end of Year 3.

The transition process involves various opportunities for the Y2 children to become familiar with the school such as 'Buddies' from Y3 ; joint Y2/3 activities; letters from Y3 to Y2 children; and a day spent at the junior school. Parents of children transferring from the Infant School are invited to a meeting during the latter part of the summer term in the Junior School. This is held to give parents an opportunity to hear about details of the transition, meet staff of the school including their child's class teacher for September and to see the school classrooms. There is also an opportunity to ask questions of the class teachers or let them have any information about your child that you feel is important at that time.

## The First Day At School

On the first morning in September, the children will be met in their new classrooms by their teacher who will ensure that they know where to go and where to put items such as coats, pencil cases, lunch boxes and PE bags.

Much of the first morning will be taken up with ensuring that children are familiar with procedures such as dinner arrangements, toilets and times of the day. They will have ample opportunity to ask questions about any concerns they may have and every effort will be made to make them feel welcome and valued.

### **TIMES OF THE SCHOOL DAY**

Children can choose to go to the classroom from 8.45am where they can do early morning work under the supervision of their teacher. Alternatively they may play in the front yard where Mrs Sexton is on duty. Children arriving late should report to the main office.

8.55 until 9.00 – children move from the yard to the  
classroom

9:00am until 10:20am CLASSES

10:20am – 10:40am ASSEMBLY

10:40am – 10:55am PLAYTIME

10:55am until 12:00 noon CLASSES

12:00 noon -1:10pm LUNCHTIME

1.10pm until 3.30pm CLASSES

PLAYTIME IS TAKEN FLEXIBLY IN THE AFTERNOON

## Moving On

The majority of our pupils transfer to Silverdale School at Year 7 and we have established a strong transition package.

Our focus in Y6 is to provide pupils with the independence and organisational skills they will require in secondary education and we ask parents/carers to support us in this. Relevant information is shared between schools prior to transition.

Pupils visit Silverdale several times during the final term in Year 6 and staff from Silverdale also come to school to offer advice and information.

Similar arrangements are made for pupils transferring to alternative secondary settings.

Pupils joining or leaving our school throughout the school year are supported to ensure the

## The Curriculum

At Dobcroft Junior School, we aim to provide an exciting curriculum, which fulfils the legal requirements of the current National Curriculum and government guidelines. It enables our children to build their knowledge and skills systematically and consistently, so they can apply their learning to everyday life situations. Although the National Curriculum is central to the school's curriculum it is not the whole curriculum.

The curriculum is under constant review to ensure that children receive a broad, balanced and stimulating education that addresses their intellectual, physical, social, spiritual and personal development. There is scope for children of differing abilities to progress at a pace appropriate to them as individuals. Support is provided for children who have special needs and opportunities are provided to stretch particularly able children.

We have a creative approach to the curriculum as well as teaching core subjects discreetly. We plan educational visits to support our children's learning. Our core subjects are English, Maths, Science and Computing. Opportunities for Speaking and Listening are interwoven with other Curriculum areas as well as being a part of English.

We assess children's performance in all areas, but particularly the core subjects. Our Learning Challenge Curriculum is based on thematic teaching and includes History, Geography, Art & Design and Design & Technology. Physical Education consists of Dance, Gymnastics, Swimming (Y4), Games and Athletics, as well as adventurous activities which take place on our residential visits.

In addition we teach RE and Personal, Social and Health Education (PSHE)

On one afternoon each week, the children are taught by staff other than their usual class teachers, who are given time for Planning, Preparation and Assessment (PPA time). The school offers children the opportunity to develop work habits and e=acquire studt skills which will be needed at secondary and higher levels of education. This will include the requirement to undertake home learning. Details are given in the year group booklets which are issued at the start of the school year. A copy of the home learning policy is available in the entrance foyer and on the website.

A Year Group overview each term informs parents about curriculum and other opportunities.

**For more information, please read our Curriculum Policy which is on the school website.**

# Inclusion

**We are proud of the reputation as an inclusive school which has been established over many years at Dobcroft Junior School. We celebrate the diversity of our pupils and value their contribution to our school. We see each child as an individual and if there are barriers to learning, we work together with the children and families to overcome them.**

## *SEND*

In line with the Special Educational Needs Code of Practice, our school places children with Special Educational Needs on a register. We believe that it is important that children with special educational needs should enjoy success and value themselves as learners.

Early identification is essential for the effectiveness of interventions. Full consultation takes place with parents at all stages. The SEND co-ordinator (SENDCo) is usually available at certain times of the week to meet parents by appointment. For children who are experiencing particular difficulties, we can call on the expertise of a range of external agencies such as an Educational Psychologist. Again, full consultation with parents takes place prior to any contact being made with these services and then throughout their involvement with the child. The School's Special Needs Policy is available for parents and can be obtained from the folder in the entrance foyer or the website.

Our SENDCo, who is employed for 3 days each week, works throughout the school. She has a teaching commitment focused mainly on interventions. She also spends much time supporting teachers and parents and in carrying out assessments, administration and review meetings as well as liaising with external support agencies. In addition, we have a number of Teaching Assistants who work to support all pupils including children with Special Educational Needs.

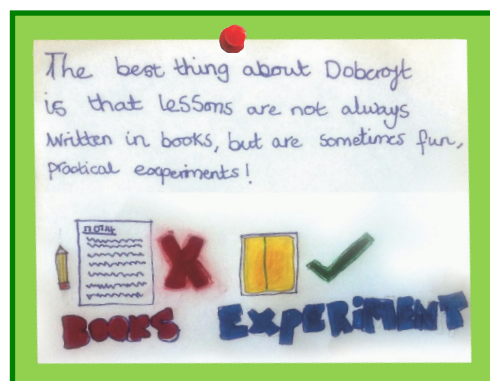
## *Pupils' Parliament*

Representatives from all year groups, throughout school, make up the Pupils' Parliament. They meet formally every month to discuss current issues around school.

Our school council ensures that our pupils have the opportunity to express their views, and those of their classmates, and this means that their opinions are heard. It involves them in the decision making process in school. We are very proud of the ideas and confidence that they present. Representatives are voted onto the school council by their peer group and it is recog-

# Staying Healthy

**Healthy Drinks** – Children are encouraged to bring in named water bottles which they can fill up and drink from throughout the day. Fizzy drinks are not allowed.



**Healthy Eating** - Children can bring in fruit from home to eat at morning playtime. Our school meals are well balanced and nutritional. If you choose to make a packed lunch for your child, please provide a healthy, balanced meal.

**Exercise** – In addition to their PE lessons, and as part of our Healthy Schools ethos, we encourage parents and children to find sustainable ways of getting to and from school such as walking, cycling, scooting or using Park and Stride. Bike and scooter storage racks are available to encourage children to ride to school and regular Bike It days are held throughout the year. In Y5, Bikeability sessions are offered to teach about safe cycling. Twice a week children are encouraged to run amile with their classmates.



# Parking and Congestion

With over six hundred children travelling to and from the two schools on this site, as well as traffic generated by neighbouring schools, considerable concern is felt by the two Headteachers, the Governors and many parents about the danger to children from vehicles. There are other entrances to the school premises from Millhouses Lane and Dobcroft Road by a footpath known as the "cinder path". These help to reduce the congestion on Pingle Road.

## **You are earnestly requested:**

Not to drive up Pingle Road to the school gates (to deliver or collect your children)

Not to execute U-turns and three point turns on Pingle Road

Not to enter the school car park

Not to drop off your children close to the junction of Pingle Road and Whirlowdale Crescent

To obey the parking regulations by not parking on the yellow lines on this junction

Not to reverse when there are children around

Not to park on the zig-zag lines between 8:35 am and 9:05 am or between 3:25 and 3:55 as it is an offence.

# Extra Curricular Activities

**At Dobcroft Junior School, we pride ourselves on the wide range of extra curricular activities we offer out of school hours. We aim to provide clubs which will appeal to all pupils and they change each half term. Some of the clubs provided in the last school year included traditional sports such as football, netball, cricket, badminton and basketball and alternative offerings of drama, science, art, yoga and printing and sculpture. We aim to keep fees low to encourage participation.**

The safety and quality of sessions are prime concerns and as such all visitors providing clubs independently are DBS checked and adhere to our extended schools policy.

Some clubs do involve children competing both in the local area and city wide, such as football, netball, athletics, cross country, tag rugby and swimming. Parents are welcome to come along as spectators to these events and competitions

## *Educational Visits*

Educational visits are arranged by year group teachers to complement the curriculum throughout the school year. In accordance with the Charging and Remissions Policy it is usual for the school to invite parents of the children concerned to make a voluntary contribution towards the costs of the visit. In law, this contribution is voluntary although, if sufficient contributions are not received, visits may not be able to go ahead. This means that the vast majority of parents need to contribute as trips are costed out at pound per head, leaving little flexibility. Other visits and activities take place outside school hours where payment is required for each child participating.

## *Residential Visits*

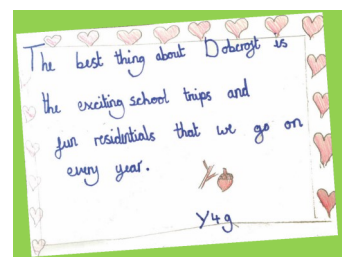
There is an opportunity for pupils to have a residential experience in all year groups. Currently, they include:-

Year 3 – one night visit to Castleton

Year 4 – two nights visit to Mount Cook (Matlock)

Year 5 – four nights visit to Condover Hall (Shropshire)

Year 6 - six nights visit to Paris or four nights to Kingswood



# Assessment and Testing

Assessment encompasses a range of different ways of providing information about a child's achievements in many situations. It helps us to monitor a pupil's progress, reveal his/her strengths and areas for development and inform our teachers of your child's next steps.

Teachers are continuously assessing children's skills and knowledge by observation, questioning and discussion as well as by marking their work. Informal tests, investigations and problem-solving activities are regular features of school life. We feel that pupils need to be increasingly involved in assessing their own achievements. Irrespective of a child's natural ability, there is continual encouragement to aim for higher standards.

Every term, children undertake written assessments. These tests compare a child's performance in English and Maths with national expectations.

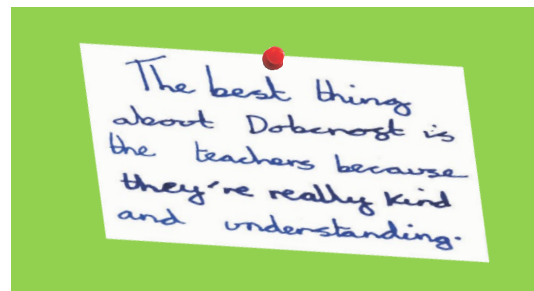
Parents are invited to meetings twice a year discuss their child's progress. Each child will also receive a written report at the end of the summer term.

## *Standard Assessment Tests (SATs)*

Each year, all Year 6 children are assessed in the subjects of Reading, Writing, Spelling, Punctuation and Grammar (SPAG) and Mathematics. The assessment takes two forms, the teacher's own assessment and the results of externally marked End of Key Stage 2 Tests. These tests are taken during a set week in May throughout the country. At the end of Key stage 2 parents will receive a copy of their child's SATs assessment scores.

# Safeguarding

## *Child Protection*



The Children Act (1989) puts a duty on all Education Service staff to report any concerns that they may have that any child may be suffering significant harm, particularly as a consequence of possible abuse. All staff receive training in Safeguarding every 3 years together with an annual update/ refresher. The Department for Education requires each school in the country to nominate a senior member of teaching staff who will have special responsibility for Child Protection. This member of staff is known as the Designated Safeguarding Lead (DSL). At Dobcroft Junior School, this is the Headteacher and the Deputy Headteacher is the Deputy DSL. DSLs have attended training and can be trusted to deal with these matters with professional confidentiality. We have a safeguarding Policy which has been agreed by the Governing Body and is updated annually and we have adopted all the Sheffield individual safeguarding policies. We have close contacts with Sheffield's Safeguarding Team, Social Services and the Police, any of whom may become involved if abuse is alleged or strongly suspected. All policies can be viewed on our website.

The school also has a duty to collate basic information such as who has parental responsibility for a child etc., to pass this information to the statutory agencies (Police and Social services) if abuse or neglect is suspected or if requested to do so, and to co-operate with these agencies to the best of their ability to safeguard and promote the welfare of the child.

## *Security & DBS checks*

The school grounds are enclosed within a perimeter fence. Gates are open for access to school, at the start and end of the school day. At other times admission to school is via the main office.

All staff, trainee teachers, regular visitors, Governors and Agency staff are required to have a current Disclosure and Barring Service (DBS) check completed before they work with children in school.

## *Keeping your child safe*

Keeping children safe at all times is our priority. Rules and policies are a necessary part of school life to ensure everyone within the school community is safe. Our aim for every child is to feel happy and safe.

Any concerns relating to a child's safety, well-being or development can be brought to the attention of the school staff who will refer matters to the appropriate professional.

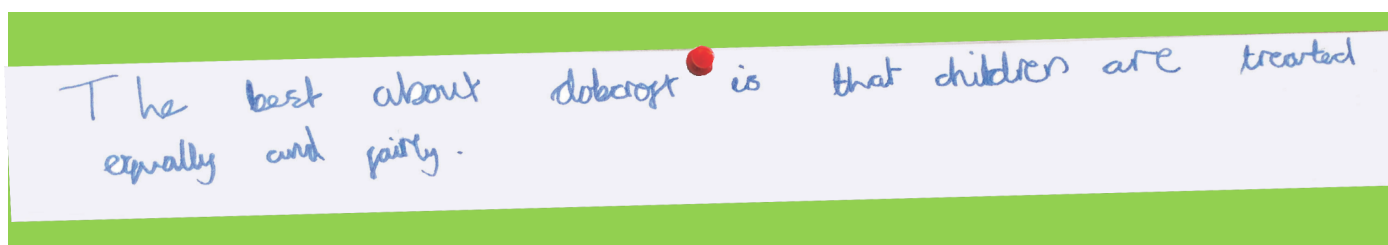
## *Behaviour*

Full Behaviour and Anti-Bullying Policies can be found on the website.

Clear expectations of the children's behaviour in lessons are made by teachers, together with a set of sanctions and rewards. Our "Choices and Consequences" is well embedded across all year groups. Details of these arrangements are included in the Behaviour and Anti-Bullying Policies.

Every child is expected to play his/her part in ensuring that there is a purposeful working atmosphere in the school and pleasant and friendly relationships in the play area at breaks. Teachers will often remind children of their responsibilities to one another and the need to behave in a way that is acceptable to all. If children behave well, they are rewarded. All children are in "Houses" and they can earn house points for showing our val or acts of kindness and respect. School rules are minimal and relate to the safety and welfare of children at school and the school's desire to achieve a pleasant working environment. We follow the 5 Bees: Be Kind, Be Honest, Be Respectful, Be Responsible and Be Safe.

Parents are involved when necessary – either when a child persistently disrupts the life and work of others or when a particularly serious incident occurs. Powers do exist whereby the Headteacher and governors can exclude children from school either temporarily or permanently. Should this ever prove necessary, parents would be fully informed of their rights.



## *Anti-Bullying*

Any form of bullying is unacceptable and has no place in our school. We take any suggestion of bullying very seriously. We encourage parents/carers and pupils to tell someone if they believe they are being bullied. Sometimes a child may say they are being bullied because they have fallen out with a friend so try and remain calm, listen and speak to your child's class teacher.

If bullying has taken place, we work with all children involved to help and support them to make the right choices. In school, we teach children to say "Stop I don't like it" in an assertive way.

## *Positive Handling Policy*

At times it may be necessary to restrain a child to either protect themselves from harm or to protect the safety of other children. Please see our Positive Handling Policy on the website.

### *Statement for Parents*

In keeping with our home/school partnership, we will inform all parents/carers of our policy on Positive Handling. The statement will highlight:

- ☐ Our emphasis on care and protection for everyone within our school community
- ☐ Our belief that restraint will be needed on very rare occasions.
- ☐ Our endeavour to handle situations with care and responsibility.
- ☐ The responsibilities of staff, pupils and parents/carers in resolving situations.

## *Medicine & Illness*

Children with diagnosed long term medical needs will have a care plan in school to ensure their needs are met appropriately. Referrals can be made to the school nurse for help and advice about medical concerns.

Coughs, colds and minor ailments are common in primary aged children. Staff may be able to advise you if you are unsure about sending your child to school in these circumstances.

If your child is absent due to illness you are expected to inform school of the nature of the Illness.



If your child is recovering from illness and still needs medication but is well enough to come to school, you may complete a permission slip at the office to allow first aid staff to administer medication. It is the parents' responsibility to bring and collect medication themselves.

Medication can only be administered if it has been prescribed by a GP. This includes medicines containing Ibuprofen. The exception to this is paracetamol based medicines which can be administered with parental consent.

Asthma cards need to be completed by parents and are available from the school office.



# *Absence From School*

*Please inform the school by telephone if your child is absent from school: this should be done early on the first day of any absence.*

If your child has an unavoidable appointment during school time, for example, a hospital appointment, please provide evidence of the appointment to the school office. Where possible please arrange routine dental/medical checks out of school hours or during school holidays. If an appointment is unavoidable during school time you will be required to collect your child from the school office.

The school is obliged to report each year, as "unexplained absences", any times when pupils' absence is not properly explained.

## *Exceptional Leave During Term Time.*

All staff at Dobcroft Junior School together with Children Young People and Families (CYPF) recognise the important link between regular attendance at school and the educational attainment of children. Parents/carers have a legal duty to ensure that all children of statutory school age (5-16 years of age) receive a full-time education. Action may be taken by CYPF against parents/carers who fail to ensure that their child is properly educated. The action may result in a formal warning, a fine, or an appearance at court. Parents/carers are legally required to request exceptional term time leave from the Head teacher of the school at which their child is registered. Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances.

The Head teacher at Dobcroft Junior School will consider all term time leave requests. Each request will be considered on its own merit and the impact upon the child's learning and wellbeing will be central to the decision made. However, the Head teacher may take into account previous leave requests and other factors related to the child when making their decision.

Parents/carers who do not request term time leave and take their child on 'unauthorised leave', or fail to keep the school informed of changes to leave ar-

# *Dress Code*

Children are expected to wear school uniform at Dobcroft Junior School. Parents have the option of ordering on-line at [www.logoleisurewear.com](http://www.logoleisurewear.com) or completing an order form and leaving this with the school office. Please ensure all items of clothing, including coats and PE kits, are labelled with your child's name to enable us to return them to their owner.

Jewellery - Only watches or stud earrings may be worn – no other jewellery. Children will be asked to remove watches and earrings during PE. Newly pierced ears will need to be covered with tape provided by the child until they are able to remove them



### *School Dress Code is as follows:*

Navy / Jade sweatshirt, cardigan or fleece (with school logo)

Navy / Jade / White t-shirt or polo shirt (with school logo)

Navy / grey / black smart trousers, smart shorts, pinafore or smart skirt (plain and not denim)

Blue or green checked school dresses may be worn in warmer months

Plain dark and sensible shoes, boots or trainers

Dark or white sandals for summer wear

### *PE Kit:*

White t-shirt

Navy blue or black shorts

Trainers / plimsolls

For outdoor games plain dark track suit bottoms and fleece/ sweatshirt

It is essential that children have a PE kit in school at all times. For H & S reasons children are not allowed to share or borrow kit.

*These items are not considered appropriate for school dress:*

Short / tube skirts

High heeled shoes or flip flops

## *School Meal Service*

School Meals are cooked on the premises and are served in a cafeteria style in the Hall. The catering contractor makes every effort to provide a balanced and nutritious range of meals, with particular emphasis on healthy eating.

Menus are provided to enable you and your child to choose which days they would like a school dinner. On Wednesdays, a Halal meal is available.

If you think you may be eligible for free school meals, please enquire at the school office.



# Communication

We welcome the active interest of parents in their children's education, and recognise that the close co-operation of parent and teacher is significant in a child's success. Whilst we are always pleased to welcome parents to school, many find it very difficult to visit school as often as they might wish, so every effort is made to keep you informed about what is happening.

The Headteacher's Newsletter is sent out monthly. They contain items of general interest and often give advance notice of events that are taking place at school. Other letters are sent to inform you of the details of specific events, such as class visits, clubs or sporting activities.

Occasionally, letters containing vital information will have a reply slip which you are asked to return to acknowledge receipt. Copies of all general letters are posted on the school website: [www.dobcroft-jun.sheffield.sch.uk](http://www.dobcroft-jun.sheffield.sch.uk)

## *Emails*

In an effort to be an Eco-School and to save the planet's resources, we send out all communication by email wherever possible.

## *Getting in Touch*

If you wish to contact your child's class teacher, please email [teachers@dobcroft-jun.sheffield.sch.uk](mailto:teachers@dobcroft-jun.sheffield.sch.uk) FAO the teacher required.

# Policies

Copies of the following policies can be found on our website: [www.dobcroft-jun.sheffield.sch.uk](http://www.dobcroft-jun.sheffield.sch.uk)

Y3 Acceptable Usage	EAL	Privacy
Y4 Acceptable Usage	Equality	Presentation
Y5 & Y6 Acceptable Usage	Extended Schools	RE
Staff Acceptable Usage	Educational Visits	Restraint
Parent Acceptable Usage	Finance	Use of Restraint
Accessibility	Food	School Dress
Anti-Bullying	Health & Safety	SEND
Assessment	Home Learning	SPAG
Attendance	Home School Agreement	Spoken Language
Behaviour	Information Management	Sex & Relationships
Behaviour - Parent Leaflet	Information Management	Snow
Community Cohesion	Manual	Safeguarding Personnel
Communication	Injury	Safeguarding
Calculation	Looked After children	Science
Intimate Care	Marking	Sports Team Selection
Charging and Remissions	Mathematics	LA Safeguarding Policy Link
Computing	Medicine	Teaching & Learning
Confidentiality	Monitoring and Evaluation	Exceptional Leave
Curriculum	Online Safeguarding	Voluntary Helpers
Complaints	Parent Partnership	Working Together Expectations
Complaints (Vexatious)	PSHE	Worship
Complaints—Guide for Parents#Dogs on Site	Photo & Image	Writing

## FODS (Friends Of Dobcroft)

The Friends of Dobcroft Schools (FODS) play a further part in drawing home and school closer together. The Association organises a number of social events during the year, some for children, parents and teachers together: examples from the current year include a children's disco, Easter Egg Hunt and Christmas Fayre. Sometimes we work together with the Infant School – for example, in the organisation of the Summer Fair Event. FODS also helps raise funds for additional equipment for school. Parents are invited to all open meetings and activities organised by the Association. Further details about the Association are available from members of the committee whose names appear on the website. There is also a postbox in the main entrance foyer.

## DASH (Dobcroft After School Hours)

DASH cares for children from 7:45am to 9:00am in the morning and after the end of the school day until 6:30pm. It is for those parents/carers who are working, studying or training and cannot take their children to school at 8:50am or collect them by 3:30pm.

The club operates five days a week, on INSET days and during some holidays. Each session is run by a co-ordinator and the relevant number of staff carers, all of whom are employed by the Club.

Activities include various arts and crafts, reading, drama and indoor games. Outdoor games are played when the weather permits.

DASH is Ofsted registered and inspected on a regular basis. The club uses two dedicated mobiles, one of which belongs to school and one is owned by DASH.

DASH is run by a Voluntary Management Committee of parents and the two Headteachers.

For further information please contact DASH on 07531 819861 or visit the school website.

The best thing about Dobcroft  
is that there is always someone  
there to talk to you when  
you're worried or upset.





# Dobcroft Junior School Home School

## Agreement

The responsibility for a child's education, the fulfilment of his/her potential as a learner and the need for each child to commit him/herself to high achievement, rests between the teachers and parents and carers. There is much that school can offer which is enhanced if parents and carers give their support.

### We believe:

- that children should be happy at school and be able to enjoy a non-threatening environment in which to work and play
- that every child's skills and achievements and differences should be acknowledged and celebrated
- that children should have access to a wide range of opportunities and be able to participate in activities without reference to race, gender or special needs
- that children should commit themselves fully to school and the learning opportunities and activities it offers
- that courtesy, kindness and good manners are essential in all members of the school community
- that work should take place in a pleasant, stimulating environment in which the right of every individual to work and learn is acknowledged and respected by the behaviour and attitude of others
- that conflict should be resolved without resort to violence in either language or action.

### We aim to:

- care for your child's safety
- help your child achieve his/her full potential
- provide a balanced curriculum and address the needs of your child
- achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility
- arrange appropriate out of school visits
- celebrate your child's achievements, including giving feedback on work
- respond to any concerns you may have
- set homework according to the school policy
- keep parents and carers informed about general school matters and about their child's progress
- provide a copy of every general letter that is sent to parents and carers by email or 'pupil post' in a file in the entrance foyer
- offer parents and carers opportunities to become involved in the life of the school

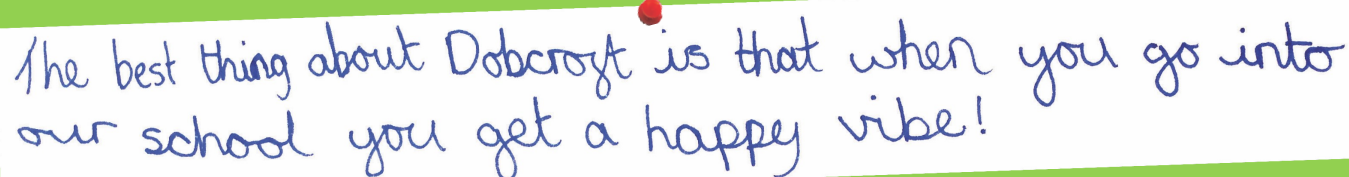
## *Dobcroft Junior School Home School Agreement...*

### **We would like parents and carers to:**

- ensure that their child/children attend school regularly, on time and properly equipped for all lessons, including PE
- inform school as soon as possible when a child is absent because of illness
- keep school informed about home contact details and changes in circumstances
- let school know of any concerns or problems that might affect their child's behaviour or learning
- support and reinforce our policies and guidelines for behaviour
- support their child with home learning
- attend parents' evenings and discussions about progress
- read all letters from school and return reply slips or provide information as requested
- not take children out of school for holidays unless there are special or exceptional circumstances. (Please see Term Time Leave Policy on our website).
- ensure that all items of clothing are named and regularly check the lost property box in the school entrance
- ensure that children do not wear jewellery except for watches and/or stud earrings, which they can easily remove and keep in their drawer
- follow school requests about driving and parking in the close vicinity of school
- only send their children to school if they consider that they are in good health
- raise concerns in a calm and reasonable manner in line with our concerns and complaints policy
- refrain from using mobile phones whilst on school premises

### **We expect children to:**

- bring all the equipment they need for school each day, including a change of clothing for PE
- do all school and home learning as well as possible
- be polite, helpful and respectful to others
- adhere to the school policy and guidelines for behaviour
- look after and respect their own and other people's property, including school property
- talk to a teacher or parent or carer if someone is in danger or unhappy



The best thing about Dobcroft is that when you go into our school you get a happy vibe!