



Dania School
Den Danske Skole
i London

**PARENT
HANDBOOK**

**2013 – 2014
SCHOOL YEAR**

6/6/2013

Dear Parents,

As a new or existing parent, I hope that you find this handbook to be a useful guide to life at Dania School. Please keep it as a handy reference tool for your daily life and interactions with us. Remember though, that this guide is not intended to replace the human face of the school and that the staff and I are always available to answer your questions and/or help in any way we can.

Please also keep an eye out for the weekly newsletters that are emailed to all parents. These aim to provide weekly updates on life in school and advanced details of upcoming events.

We encourage you to keep an open dialogue with us regarding the school life of your children so that we are able to make your time at Dania as successful as possible.

Best wishes,

Joanne Lo
Head Teacher

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Vision & values

Our Vision

To

This means

- outstanding teaching of literacy and numeracy
- high expectations for each child's overall educational development
- instilling habits of effective learning and good behaviour at an early age
- academic standards that prepare pupils to perform to the best of their ability in public examination
- not-for-profit status and tight cost management to re-invest surpluses and to keep fees as low as possible thereby providing a demonstrable and replicable model for running schools

Our Values

Our community

We aim to create an environment that is both **nurturing and inspiring**. Our values derive from a broadly **Christian ethos**, with obligations of **courtesy, helpfulness and openness**.

Our work

Everything we do is about **excellence in education**. Starting with strong foundations in literacy and numeracy, we aim to instill a **love of learning** in children through an **inspiring** curriculum covering the traditional subject areas.

Our goals

To ensure that pupils acquire the skills, knowledge and habits of mind that will allow them to **fulfill their potential**, and so grow towards maturity and **self-confidence**.

We are committed to providing **value for money** with a rigorous approach to efficient cost management.

EXPECTATIONS

Expectations for Students

The School understands the advantages of encouraging constructive, positive independent behaviour rather than the negative attitude implied in a long list of prohibitions. Nevertheless, we must distinguish some boundaries to create a learning environment suitable for all.

Responsibilities for students include coming to school in the correct uniform ready for the day, arriving at class prepared, and conducting oneself appropriately. Courtesy and respect is expected at all times. This includes:

- Avoidance of foul language, teasing, bullying or provoking others.
- Accepting responsibility for one's own behaviour.
- Expressing anger or frustration in a non-physical way.
- Refraining from any behaviour that disrupts the learning of others in the classroom.
- Honesty in dealing with all people.

Expectations for Parents

The School is a community of students, parents, academic and administrative staff. At the center of this community lies the best interests of the students; both individually and collectively. Parents play a crucial role in the education of their children and the school expects that parents:

- Become familiar with and support the school's aims, policies, guidelines and channels of communication.
- Read all materials sent home via communication book, backpack, email, and weekly newsletter; attend parent-teacher conferences, concerts, and other events where possible.
- Support the articulated values of the school, cooperate with the school in any matters of discipline or academic impediment, and deal promptly with any situations that may arise.
- Keep in close communication with the school about your child's physical and emotional health, allergies or any prescribed medications, inform the school about changes in the home environment – birth of a sibling, separation, death of a family member or close friend, or other conditions which may have an impact on your child's well-being.
- Provide a quiet place of study at home and encourage your child to be responsible for his or her work. Students need to know that their parents understand and value the need for homework; that their parents will help them when necessary to see that it is done, and done well; that reasonable time is set aside for its completion, and that other, more entertaining or pleasurable activities hold second place to fulfilling the responsibilities of the child to school.
- Be respectful in all interactions with school personnel, as they will be in return.
- Following the proper chain of command with regards to any concerns/complaints.
- Seek information directly from the school when a situation seems problematic in any fashion, avoiding discussions with other parents that are based on partial information, gossip or rumour.

- Make timely payments of all fees due.

The school enrolls the students' families, not just the individual students, and believes that a positive working relationship between the school and the family is essential.

GENERAL SCHOOL INFORMATION

Arrival

The academic day begins promptly at 8:45am. All children should arrive between 8:30am and 8:45am. No child may be dropped off before 8:30am.

We ask that all parents ensure their children are in school by 8:40am in order to allow a safe and smooth start to the day.

Dismissal

All parents who collect their children are asked to make verbal contact with the classroom teacher or assistant so that we know the child is safely in their parent or guardians care.

3:30pm The school day ends and families may pick up their children

4:45pm After School Activities end, children may be picked up or transferred into after school care.

5.30 After school care ends.

If you will be late in picking up your child or there is a change in plans please be sure to notify school as soon as possible. Children whose parents are late for pickup will be taken to After School Care at 3:40pm.

Bus Transportation

Any incident of misbehaviour on the bus should be reported to the School. The same standards of good behaviour are expected on buses as in school. Any child arriving at school by bus should report bad behaviour of other pupils to their teacher on arrival at school.

Arrival or Pick-up by Car

For safety reasons, there are some important rules for parents who drive their children to and from school. **Please note that parking on the street is limited to fifteen minutes during pick up and drop off time. It is important that we work with the management and residents so that we do not cause any disruption to their ability to carry on their normal business. No child may be dropped off before 8:30 am.**

Students who have not been picked up by 3:40pm will go to After School Care. Parents will be charged for this service if the child is not picked up by 4:00pm.

After School Care

Parents must communicate to the school by 1pm if their children will be or won't be attending as scheduled session of after-school care that day.

Attendance

Regular attendance and a regular schedule are essential to success in school. Therefore we expect pupils to be in attendance every day that school is in session. All lates and absences are recorded on school reports.

During the school day, the school is responsible for the supervision and security of all pupils. For this reason, registration/attendance is taken at the beginning of each morning and afternoon sessions. Students are not allowed to leave the school without confirmed written authorization from their parent or guardian.

Absences

The only acceptable reasons for absence are religious holidays, illness and emergencies. **In the case of illness, parents must call or advise the school no later than 8:30am.** If a student is absent without notification, we will call the parent. Students who are out from school due to illness will be required to submit a note to the teacher upon return to school.

Unauthorized Absences

Family vacations should be scheduled around the school calendar. It is not the school's policy to provide for work missed due to non-illness related absences. Absences due to extensions of vacation periods create difficulties for the classroom teacher and child and undermine the integrity of the school as a whole. The school has provided vacations of normal or greater length so that no one should need to extend their vacations beyond the designated time. Written requests for all absences must be provided to the school in advance.

Late Arrivals/Early Dismissals

Occasionally children have to arrive late or leave early. These departures from our schedule are difficult, both for the individual student and for the classroom teacher and other students. The beginning and end of the day are critical times in our classrooms. A student who arrives late often misses a discussion of the day to come and one who leaves early may miss important homework or other school information. Please discuss any planned late arrivals or early departures ahead of time with your teacher. Parents should not bring the children directly to class as this causes further disruption. Students should be handed to a staff member at the front door and will be escorted to class from there.

Assemblies

School assemblies are held fortnightly. Assembly content varies but supports the aims of the school.

After School Activities

This program is intended to provide children with an opportunity to learn something new or extend particular skills beyond the levels gained through the normal school curriculum. Of equal importance is the opportunity given to children to enjoy social contact with their peers.

These are voluntary activities for the children and therefore must be considered as additional, and not supplementary, to those offered during the school day. After school activities are

offered each term for an additional fee. Prompt payment of after school activities fees is very helpful. Some of the clubs are out-sourced and school often has to settle the bill in advance. Whilst every care is taken to try to fit in with families some clubs have a maximum number and it may not be possible to join a club once it is up and running.

HOME-SCHOOL COMMUNICATION

Each pupil in is issued with a Communication Book which allows two-way information between parents and teachers. Parents can provide notes to the teacher in these books which will be reviewed by the teachers on a daily basis. If you need to contact your child's teacher during the school day, please call school and leave a message for them. They will contact you as soon as they are available to do so. **Please do not approach your child's teacher at the start or end of the day as they are very busy attending to all of their students and will not be able to discuss personal matters with you at those times.** You may contact your child's teacher to request a meeting before or after school if you have any issues to discuss with them. We recognize the ease of email communication which may be used to supplement the communication book. Teachers will check their school emails on a daily basis, addresses can be found in an appendix at the back of this handbook.

Contacting the Head Teacher

Most problems can be handled with the class teacher. The Head Teacher is also available for appointments to discuss matters. Appointments can be made by phone, email or in person at school.

Contacting Students during the School Day

Please call the school and leave a message for your child. Only if the call is urgent will we remove your child from class to take a call while class is in session.

Parent Conferences

1st Term

Please refer to school calendar

2nd Term

Please refer to school calendar

3rd Term

Please refer to school calendar

Concerns/Complaints

Parents who have questions or concerns about their child's academic or behavioural performance should first contact the child's teacher. If the situation is not resolved, the parent

should contact the Head Teacher. This approach will facilitate prompt feedback and follow-through. A full explanation of the complaints policy can be found in an appendix at the end of this handbook.

Weekly Newsletter and School Calendar

A school newsletter will be emailed to all families on Fridays. This is the main source of information from the school that provides an overview of the week’s events and important reminders and notices. Please be sure to read this important document each week so that you are up to date with the latest information from the School. The school calendar and term dates are also downloadable from the school’s website. Please ensure contact details are updated as needed by school whenever contact details change. If you do not receive a weekly newsletter via email please let us know.

HEALTH

Medication

School may not administer any medicines without the written consent of the parents and a note from the doctor stating dosage where possible.

Food Allergies

School must be informed of any students with any allergies including food.

Medical Exclusions

Children will be excluded from school for fever, diarrhea (definition is more than 1 loose stool), vomiting (if determined not to be car sickness), severe productive cough, difficult or rapid breathing, yellowish skin or eyes, pinkeye with drainage, unusual spots or rash, sore throat with fever or pustules, infected skin patches, severe headaches with stiff neck, and nits/lice. Children with any communicable diseases will be excluded (chickenpox, measles etc.) If a child is excluded, they should remain out of school for 24 hours from last sign/symptom. If they are prescribed antibiotics, they should have 24hours of antibiotics prior to returning. If a child is seen by a physician for a medical problem, the doctor needs to write a note that includes diagnosis, treatment, limitations and when the child can return to school. (Examples: rashes, pinworm or ringworm, strep throat, fractures or sprains).

SAFETY AND SECURITY

The School is committed to safety and security.

3Corners Security

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Visitors

An access control policy has been established requiring all visitors to be properly identified on entering the school. All visitors are required to sign in and out of the buildings in the visitors' log.

Emergency Plan

The School is committed to the safety and well-being of your children. The School has developed an Emergency Plan in consultation with local emergency response agencies. It includes detailed procedures to follow for fire, severe weather conditions and natural disasters, as well as other possible emergencies on or near our campus.

In the event that there is a crisis that makes it impossible for some parents to travel to the school to pick up their children, we will utilize the contact information you have provided.

We also have parents and staff in the vicinity who will take in your children.

Please be assured your child will be taken care of.

Emergency Communications

Circumstances such as snow, ice or other emergency conditions may make it necessary to delay or cancel school. In addition there may be other emergencies that arise which would make it impossible to open school, such as loss of electricity, heat or water. Where possible we will post closures on the school website by 7am on the day of a closure.

Always be sure that the School has your most current emergency contact telephone numbers on file.

Please contact the Head Teacher with any changes.

SCHOOL LIFE

Lost & Found

Please label all uniforms, outerwear, and personal belongings. Young children often have difficulty keeping track of their belongings and sometimes fail to even recognize their own belongings. We keep a lost property box and the contents are normally displayed at the end of every half term or when parents attend school for an event. At the end of the school year, any remaining items may be donated to charity.

Personal Property

Students are expected to respect the property of others. They should not touch, move or deface in any way books, bags, or other property belonging to another student, a teacher, or the school.

Students may not use mobile phones, iPods, MP3 players, video games, personal laptops or other expensive or unnecessary electronic equipment of any kind at school. Such devices interfere with the learning environment of school and limit positive social interactions. Inappropriate use of any of the above items will result in their confiscation. They will be returned to parents/guardians, but not directly to students.

Students should not bring large amounts of money or valuable items to school. If a student needs to bring a particularly valuable object to school as part of a school project, please notify the teacher beforehand so that arrangements can be made to ensure the safety of valuable items.

School Uniform Policy

Unisex:

In line with Danish educational tradition, children are given a choice to wear what they choose. However dress up or sportswear is not acceptable during the normal school day. On outings and trips children are expected to wear official Dania T-shirts and Dania Sweat shirts.

Footwear:

Pupils must be able to put on and take off their own shoes. If necessary, this may mean pupils wearing shoes that fasten with Velcro or buckles. No laces in Reception/Year1 please.

Physical Education:

Pupils will require separate clothes for PE.

Green school t-shirt and shorts

Green school sweatshirt

Blue school tracksuit bottoms

Plimsolls/trainers

Physical Education

If a student is unable to take part in any of the physical lessons, a suitable letter of explanation is required either on the day of the lesson or prior to it. Except in the case of an injury, children who are well enough to attend school are expected to be well enough to take part in P.E. lessons

Class Trips

The wide range of cultural and artistic offerings of London support our curriculum in rich and meaningful ways. Field trips develop and extend our students' understanding across a range of curriculum areas. We also believe that this enhances their awareness of how the outside world is connected to their learning in school.

A risk assessment is undertaken by staff and an appropriate number of chaperones are organised for all trips.

Birthday Celebrations

Please make arrangements with your child's classroom teacher a few days in advance. Students may bring a treat on these days to share with classmates at snack time. We ask you to bring in simple, individual size snacks such as cupcakes and juice boxes to celebrate this special occasion. We are an allergy aware school; **all food brought to school must be free of nuts or nut products.**

Birthday Parties

We strongly encourage that all out of school parties be held on Fridays and weekends. We realize that it may not be possible to include all members of the class in the party, but we also know that children who are not invited feel hurt.

Therefore we ask that parents:

- be discreet
- invite everyone in the birthday child's class wherever possible
- mail the invitations to guests at home
- make arrangements for them to go to the party from their own homes, not from school.
- do not have your child change into party clothes at school

Library

Students will receive one lesson in the Library classroom each week. Please ensure that your children return their library books each week. We want to keep our library well stocked and up to date for everyone, thus if a pupil loses or damages a library book, parents will be invoiced a minimum charge of £5 or the value of the book, whichever is higher.

TECHNOLOGY

The school incorporates ICT into large parts of the curriculum to underpin various skills. The students have access to various pieces of ICT equipment. A full ICT policy is included in the appendices of this Handbook.

Student Discipline

Please see 'Expectations for Students' and the school's Behaviour Policy in the appendices of this handbook.

Parent's Association

The Friends of Dania exist to support the work of the school, please ask how you might best become involved to either lead or help with a project.

Parent Volunteers

We greatly appreciate the many parents who offer their time to volunteer at the School in the classroom or for various projects/events. In order to ensure the safety/security, maximize efficiency and avoid classroom disruptions, the following policy applies to all volunteers:

- All approved volunteers must sign in/out
- Volunteers should not go into the Staff Room - this room is for employees only. The teacher who has invited the volunteer will gladly organize tea or coffee for the volunteer.
- Volunteers should keep their cell phones off during their service.
- Volunteers should not bring other family members to the campus during their service as to avoid disruption for our students.

ACADEMIC POLICIES

Homework

Dania issues homework to children from Reception upwards. The amount of homework and the expectations increase as the children become older. Homework is an important part of consolidating learning and / or preparing for upcoming lessons.

Details of the length and nature of Homework is available from your class teacher, the following general principles apply.

- Parents should help children to produce quality homework by providing a quiet area in the home.
- Parents should sign the homework diary to show that they have seen the homework and are happy with the quality.
- Homework is sometimes set for pupils over the holidays.

Assessment

At Dania we assess the children throughout the year with weekly spelling tests and times tables / number bonds. Occasionally we put aside one week for assessments, the information from these tests will form the basis of our reporting to parents and allow us to track the performance of teaching and learning across the school.

Learning Support

Dania School is not selective for academic performance in its admissions policy. As children develop there may be a need for additional support in the classroom. We welcome children who require additional learning support provided the student's academic and social needs can be met within the regular mainstream classroom setting with limited modifications. In such an instance it is imperative that the School is in receipt of all educational, clinical or medical evaluations that would assist in determining whether the School can appropriately meet the needs of the child.

Students' academic progress is be monitored on a regular basis. If it becomes evident that a student is not meeting the School's academic and/or behavioural expectations, even with the agreed modifications in place, then the parents may be advised that the student could benefit from placement in a different educational setting which is fully appropriate to the particular needs of the child.

English as an Additional Language (EAL)

Although our curriculum is taught in English, it is not an entry requirement for English to be the primary language spoken by the student. The School may make EAL tutoring available to students as needed for an additional fee.

Child Protection

As mandated reporters of child protection issues, both pertaining to child abuse and/or neglect, members of staff at Dania School have a legal obligation to report such issues to the relevant authorities. The Head Teacher will make the final decision as to whether such a call is necessary.

All staff have undergone Department of Education training relating to the prevention and identification of child protection. All staff have undergone criminal background checks in the UK and other countries where they may have taught.

APPENDICES

APPENDIX A Board of Governors

Eva Papesch	Chairperson/Trustee		
Alexander Khan	Trustee	Online Marketing: Timgu	alex@timgu.com
Martin McElhone	Board member	Headmaster & Educationalist	
Steen Rosenfalck	Board member	Partner Steen Rosenfalck: European Business Lawyer	

APPENDIX B ICT POLICY

ICT Use Policy

The use of computer and media technology, and Internet access are integral components of the School's educational mission. The goal of the School is to integrate computer use into the established educational philosophy and pedagogy. We expect that our students will use digital resources as tools to enhance learning, support research, and for solving meaningful educational problems in all of their academic classes. They will continue to learn to discern and evaluate resources as they explore the vast sea of data available in this "age of information", develop the skills necessary to express themselves using the latest multimedia software applications and using the network, and exchange their thoughts with each other and with students worldwide via the Internet. Our integration of technology into the curriculum will provide extensive opportunities for our students to improve their ability to think abstractly, analytically and systematically.

Access

Age appropriate restrictions may apply for use of specific software programs, Internet access and use, and level of required adult supervision, or the use of e-mail accounts.

The School reserves the right to exercise the active use of filters (to prevent the inappropriate access of Internet sites) and firewalls. Users must adhere to all copyright laws, and not infringe upon the intellectual rights of other users, sources provided by the School, or obtained through Internet access.

Network Etiquette

All users are expected to abide by the rules of school etiquette. When applied to the use of ICT resources, these specifically include, but are not limited to, the following:

- Being polite (users should not use abusive language in their messages to others.)
- Use appropriate language (users should not swear or use vulgar or inappropriate language.)
- Respect the rights of others to have equitable access to use of networked computers, peripherals (such as scanners, printers, interactive whiteboards etc.), and the Internet.

Safety

All community members are expected to comply with the rules regarding use of the Internet in order to avoid visiting inappropriate sites, and are asked to exercise good judgment when using this resource.

To the greatest extent possible, members of the community will be protected from harassment, and/or unwanted or unsolicited contact.

Students using the School's on-line access may not agree to meet/communicate with anyone they do not know.

Encounter of Controversial Material

Users may encounter material which is controversial or considered to be inappropriate by parents, teachers, other students, or administrators. Because the Internet is a global network, it is impossible to screen/filter effectively all inappropriate information. Therefore, we must caution users of the Internet to be aware of the fact that the School's network may not be able to screen all offensive material. Anyone receiving unwelcome communications should bring this to the attention of a teacher or administrator immediately.

Responsibilities and Guidelines for Computer Use

Each community member is responsible for his/her password, personal information, and assumes full responsibility for technological use, as well as network and Internet access. Users may not assume anonymity, pseudonyms, or impersonate others. This is inappropriate in an educational setting, and does not embody the spirit of the School. Like all School activities, electronic learning necessitates good judgment on the part of students, teachers, and administrators. Students will be expected to monitor their behaviour and will be held accountable.

In order to adhere to these guidelines, a User should never:

- Give out his/her password, name, address, home/cell phone number, or arrange meetings with individuals he/she does not know who has contacted them while using the Internet.
- Plagiarize information downloaded (gathered) using the Internet.
- Deviate from honouring all copyright restrictions. See your teacher if you need assistance to learn how to cite properly an on-line source, whether using a direct quote

or paraphrasing source material.

- Download or copy any programs, including games, onto the hard-drive of a PC computer or into your network file.
- Use inappropriate language, including profanity when using the School's technological resources.
- Print excessive copies or monopolize the computer or its peripherals.
- Attempt to crash computers, inhibit the network, vandalize, damage, destroy, or hack any of the School's technological systems including computer hardware and software, audio-visual equipment, and video equipment. All of these actions will be considered serious infractions and may result in an accompanying fee to repair/restore the system to proper functioning order.
- Bother, harass, or send unwanted communications via the Internet or the School network.
- Invade the privacy of others, including their computer files.
- Access, transmit, display, or publish inflammatory material of any kind including demeaning messages, insults, violent or degrading material, racist, sexist, homophobic or pornographic material.
- Participate in any "chat groups", social network sites including face book, myspace etc. when using the Internet access of the School.
- Engage in actions that will lead to the deliberate or inadvertent spread of computer viruses.

Students are also asked to remember the following:

- No food or drink (including water) may be consumed around or near any laptop resource.

APPENDIX C Complaints Policy

Complaints Procedure for Parents

The School prides itself on clear and open communication, with Parents, teachers and management being able to have meaningful two-way dialogue for the benefit of its students. Occasionally issues may need to be sorted out in a more formal way. This procedure aims to structure this process so that parents understand our handling of complaints.

- **Stage 1: Informal Resolution:**
- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, they should contact their son/daughter's form teacher in the first instance. In many cases, the matter will be resolved straight away by this means to the parent's satisfaction. If the form teacher cannot resolve the matter alone, it may be necessary for him/her to consult the deputy Head as appropriate.
- Complaints made directly to the Deputy Head or Head will usually be referred to the relevant teacher unless the 'line manager' concerned deems it appropriate to deal with

the matter personally. In this event the 'line manager' will attempt to resolve the matter in five days or as soon as is practicable.

- The relevant teacher will make a written record of all complaints and concerns and the date on which they were received. Should a matter not be resolved within five days, or in the event that the relevant teacher and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure.
- Stage 2: Formal Resolution:
 - If the complaint cannot be resolved on an informal basis, then the parents will be asked to put their complaint in writing to the Head, who will decide, after considering the complaint, the appropriate action to take.
 - In most cases, the Head will speak to the parents concerned within forty-eight hours of receiving the complaint, to discuss the matter. If possible a resolution will be reached at this stage.
 - It may be necessary for the Head to carry out further investigations. These will be completed in seven days or as soon as is practicable.
 - The Head will keep written records of all meetings and interviews held in relation to the complaint.
 - Once the Head is satisfied, so far as is practicable, that all of the relevant facts have been established, a decision will be made and the parents will be informed of this decision in writing. The Head will give reasons for the decision.
 - The written decision will be issued within fourteen days of receiving the complaint. If for any reason this is not possible, the Head will write to the parents within the fourteen day period referred to above, stating the reason or reasons why he/she is unable to issue his/her decision and informing the parents when he/she will do so, which will be within twenty eight days of receipt of the complaint in any event.
 - If parents are not satisfied with the decision, they may take the opportunity to proceed to Stage 3 of this procedure.
- Stage 3: Panel Hearing
 - Upon receipt of the written decision, if parents seek to involve Stage 3 of this procedure, they are to write to the Head informing him/her of their decision to do so within 28 days, whereupon the matter will be referred to a named director. The named director will then take responsibility for the organisation of a complaints panel hearing.
 - The panel will consist of one person, who shall be independent of the management and running of the school.
 - The panel member shall be appointed by the Board of Governors.
 - The named directors, on behalf of the panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within fourteen days.
 - If the named directors and/or the panel deem it necessary, they may require (in writing) that further particulars of the complaint or any other related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than five days before the hearing. Any such further particulars received within five

days before the hearing shall be disregarded and inadmissible to the panel because it will not be possible to provide copies to all parties within that timescale.

- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the panel will resolve the parent's complaint at the hearing without the need for further investigation. However should the panel decide at the hearing that further investigation is required, the panel shall decide how such investigations should be carried out and by when they should be concluded. The panel will, after due consideration of all facts they consider relevant, reach a decision and may make recommendations. This procedure will be completed within fourteen days of the first hearing wherever possible but within twenty-eight days in any event unless otherwise agreed with the parents. The panel will write to the parents informing them of their decision together with their reasons. The decision of the panel will be final.
- The panel's findings and, if any, recommendations will be sent in writing to the Head, directors and, where the complaint relates to an individual, to that individual.
- Parents can be assured that all complaints and concerns will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except where disclosure is required in the course of the school's inspection or where any other legal obligation prevails.

Footnotes to Complaints Procedure:

1. In the event that a complaint involves or relates to a teacher, then the teacher will be kept fully informed in writing of the procedure being adopted in relation to the management of the complaint and supplied with copies of all relevant documentation.
2. In the event of a panel hearing, the teacher will have the right to make representations to the panel.
3. The directors with responsibility for Child Protection procedures, will, as a matter of course, produce an annual report on the school's effectiveness and compliance with child protection issues and such issues will be an item on the agenda of all formal directors' meetings.

A parental complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Head and those directly involved. The Chairman of the Board of Governors may also need to be informed. It is the school's policy that complaints made by parents should not rebound adversely on their children.

APPENDIX D

Chain of communication:

The class teacher will deal with all matters pertaining to discipline in the first instance. If an incident occurs on the playground/lunchroom or in a specialist lesson, those adults will report incidents to the class teacher so that they are able to have an overview of the whole child.

The class teacher will be in communication with parents to discuss unacceptable behaviour, (Level 1).

As the result of a pattern of small incidents or one serious incident, the class teacher may decide to bring the incident(s) to the attention of the relevant Deputy Head, (Level 2).

The Deputy Head will deal with the incident and contact the parents to discuss acceptable behaviour and expectations.

Sometimes, a child may continue to display unwelcome behaviour patterns and the Deputy Head may bring this to the attention of the Head Teacher, (Level 3). The Head Teacher will be in contact with the child's parents to discuss an appropriate way forward.

Occasionally, a single incident is serious enough to be brought directly to the attention of the Head Teacher. These may include (but are not limited to) striking another child, biting, completely inappropriate language or upon the discovery of longer term bullying. Punishment for these types of behaviours is out of school suspension.

The class teacher and Deputy Head will continue the chain of communication but direct action will be called for. In most incidents the parents will be asked to remove the child from school for at least the remainder of the day.

The Head Teacher will discuss arrangements for the return of the child to school and explain the arrangements for their first morning back.

The ultimate sanction for continuing bad behaviour is expulsion from the school.

A more detailed guideline for behavioural Levels and consequences is outlined below.

BEHAVIOUR POLICY RATIONALE

An effective and safe school develops and consistently enforces school wide rules that are clear, broad based, and fair. The British International School of New York implements a school-wide policy that establishes high expectations and provides support for socially appropriate behaviour. At BIS-NY, we reinforce positive behaviour and highlight sanctions against inappropriate behaviour. In turn, the entire school community makes a commitment to behaving responsibly. School-wide rules are communicated clearly to all parties, but most importantly everyone follows them consistently.

Objectives

- To develop a school wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case by case basis.
- To ensure that the cultural values and educational goals of the community are reflected in the rules.
- To include all school stake-holders in the development, discussion, and implementation of fair rules.
- To ensure that consequences are commensurate with the offense, and that rules are written and applied in a nondiscriminatory manner and accommodate cultural diversity.
- To include a zero tolerance statement for illegal possession of weapons, alcohol, or drugs.
- To provide services and support for students who have been suspended and or expelled.

LEVEL 1

Level 1 offences consist of minor misbehaviour by students who interfere with orderly school, classroom, or bus operations. A Level 1 offense can typically be handled by individual staff or faculty members and **does not** require the intervention of a senior manager.

Records are kept of all persistent Level 1 offences by the teacher when patterns begin to emerge. It is expected that teachers of specialist lessons will also keep records but report incidents to classroom teachers who will best be able to see patterns developing.

BEHAVIOURS

- Unprepared for class
- Inattentive in class
- Classroom disruption
- Failure (non-defiant) to carry out directions
- Lying to a staff/faculty member
- Cheating
- Profanity
- Littering
- Failure to keep cafeteria area clean
- Improper dress
- Inappropriate/disruptive illustrations
- Horseplay
- Running in corridors
- Disturbing/taunting other students
- Improper conduct
- **Additional interventions are recommended for persistent Level 1 behaviour.**

CONSEQUENCES TO LEVEL 1 OFFENCES INCLUDE BUT ARE NOT LIMITED TO:

- Warning
- Making up missed/unsatisfactory work in own time
- Correction of misbehaviour
- Parental contact
- Teacher-student conference (with/without parent)
- In-class disciplinary action
- Removal from class/activity to another classroom
- Temporary confiscation of item
- Referral to school nurse where appropriate

LEVEL 2

Level 2 offences consist of frequent or more serious misbehaviour by students that interfere with the operation of the school, classroom, school bus, school activity in any public place. Records are kept of all Level 2 offences by the relevant deputy and various strategies will be employed.

Intervention strategies are designed to involve parents, nurse, student support team, and community agencies in an attempt to provide as many services as possible to ensure success.

Level 2 offences include but are not limited to the following:

BEHAVIOURS:

- Continuation of Level 1 offences. Teachers will provide documentation.
- Unruly behaviour outside classroom (cafeteria, bus, etc.)
- Unruly behaviour at a school-sponsored activity (dance, field trip, concert etc.)
- Taunting other students
- Persistent disobedience/disorderly behaviour
- Defiant failure to carry out directions
- Unauthorized possession/playing of radios/electronic devices/ cell phones
- Excessive class tardiness
- Being in unauthorized areas
- Disrespect toward a staff/faculty member
- Offensive language/gestures (outside of classroom)/illustrations
- Inappropriate touching or display of affection
- Defacing school property
- Bus rule violation

CONSEQUENCE OF LEVEL 2 OFFENCES INCLUDE BUT ARE NOT LIMITED TO:

- Referral to Deputy Head
- Conference involving Deputy, teacher, student, parent, and nurse
- Telephone conference with parent
- Parental interview

- Restitution of damage/property
- Confiscation of item
- Behaviour contract

LEVEL 3 :

Level 3 offences consist of continued Level 2 misbehaviour or harmful actions directed against person or property. **A Level 3 offense requires the notification of a senior manager.** Level 3 offences include but are not limited to the following:

BEHAVIOURS

- Chronic and continued Level 1 and 2 misbehaviour
- Truancy
- Forgery
- Illegal absence from class
- Insubordination/refusal to obey a reasonable directive
- Flagrant disrespect toward staff or faculty member
- Refusals to serve teacher's assigned punishment
- Possession of obscene materials
- Using profane, obscene, indecent, immoral, or offensive language/gestures
- Safety violation - serious
- Theft
- False Fire Alarm
- Disorderly conduct while on school grounds or at school-sponsored activity
- Threats toward others
- Fighting - physical confrontation
- Cheating/plagiarism
- Vandalism
- Smoking
- Fire safety violation (lighting matches, tampering with fire extinguishers, etc.)

CONSEQUENCES OF LEVEL 3 OFFENCES INCLUDE BUT ARE NOT LIMITED TO:

- In-School Suspension (from activity PE etc)
- After school Detention with Head Teacher
- Out-of-school suspension
- Conference (Head Teacher, parent, student, counselor, and teacher)
- Referral to nurse, student support team, or social worker by Head Teacher
- Unlawful absence letter to parent
- Restitution/restoration of damages/property
- Warning letter to parents from Head

LEVEL 4

The ultimate sanction for continued inappropriate behaviour beyond Level 3 is expulsion from school.

Any single incident which would immediately warrant Level 4 from an otherwise clean school record includes but is not limited to incidents serious enough to be reported to the Police or other relevant authorities.

All of the staff at BIS-NY are committed to ensuring a productive learning experience for all students. Respect and responsibility in all situations will result in our students meeting established behaviour expectations. We believe our students will help maintain a safe, non-threatening learning environment through respect for themselves, other people and all property. Secondly, they will accept their responsibility to make this happen and must accept the consequences if it does not. Each teacher has specific expectations for their children. We also solicit the continuing support of all parents in helping to make BIS-NY a great school.

APPENDIX E Staff list

Staff Experience & Qualifications

Head Teacher

Teaching Staff

Appendix F Academic honesty

Academic Honesty

Academic honesty is a celebrated virtue at the School. As members of this school community, students must do their own work. With this in mind, our faculty helps students develop appropriate, growth-oriented, scholarly habits. The School is committed to teaching its students from a young age about what plagiarism is and what its various forms are. This is done through direct instruction and modelling especially as students conduct research projects using our library and technological resources.

Any compromise of academic honesty (whether it involves copying a homework assignment, cheating on an assessment, or plagiarizing a research paper) is treated seriously by the faculty and administration. Since plagiarism is confusing for most students, the following descriptions are offered for understanding these descriptions.

Direct copying: Submitting for credit work copied directly from another student or from any source whatsoever that is not properly referenced by footnote or bibliography, or referenced in the paper itself and not properly enclosed in quotation marks.

Patchwork Plagiarism: Submitting as original a work in which phrases and sentences are copied from source material without acknowledgement or quotation marks. Rearranging phrases and sentences from outside sources does not constitute originality and is a form of plagiarism.

Unacknowledged Paraphrasing: Restating another person's ideas, interpretations, or facts without acknowledgement.

Indirect (Secondary) Sources: The use of indirect (secondary) sources is discouraged. Students should seek original (primary) sources in their research. When the original (primary) source is unavailable, students must cite both the original (primary) and indirect (secondary) sources in their reference. (Students may not use another researcher's bibliography as their own.)

On-line (Internet) resources represent an amazing wealth of information. Direct copying, patchwork plagiarism, unacknowledged paraphrasing and improper citing of direct or indirect on-line resources is dishonest.

Incidents of academic dishonesty will be brought to the attention of the Deputy Head.