



Inspiring learning for life

Acting Headteacher: Mr J Niedzwiedzki, BA (Hons), PGCE

Dear Parents,

Welcome to the British Section, SHAPE International School and to Belgium. We aim to inspire learning for life in a unique international environment; to create successful learners, happy, valued individuals and responsible, confident citizens, who will make a positive contribution to our rapidly changing world. We hope that you enjoy a happy and successful time with us in SHAPE.

The information presented in this booklet will provide you with some useful information about our school. It has a particular focus on the National Curriculum years from Y1 to Y6 (5 – 11 years old) and is designed with an alphabetical layout.

There is an additional booklet which contains specific information about the Early Years Foundation Stage for classes FS1 and FS2 (3 – 5 years old) which can be obtained from the school office or website.

Education is most successful when it is a partnership between parents and school; we look forward to working in close partnership together. Please do not hesitate to contact us as we begin our mission to inspire, nurture and challenge your child/ren on their educational journey.

Yours sincerely

Mr J Niedzwiedzki
Acting Headteacher

AIMS

As can be seen in our School logo, we aim to inspire learning for life. Enriched by education in a unique international context, we aim to ensure that our pupils are inspired, nurtured and challenged to become:



Inspiring learning for life

Successful learners

Happy, valued individuals

Responsible, confident citizens, who will make a positive contribution to our rapidly changing world

ABLE, GIFTED AND TALENTED CHILDREN

Students of all abilities are inspired, nurtured and challenged to achieve the very progress they can from their relative starting points. Small class sizes and favourable staff to pupil ratio, allow differentiated and targeted work to stretch and challenge all abilities and this includes children identified as able, gifted or talented. The school has been very successful over many years at ensuring very high standards of progress and attainment in academic, personal, physical and creative areas of development for all pupils.

ABSENCE FROM SCHOOL



Please inform the school office promptly if your child is absent for any reason. Messages can be left on the school's answer machine and these will be picked up. It is a parent's legal duty to ensure that his/her child attends school regularly, so please try to ensure that holidays are taken, as far as possible, during school closure times.

Appendix A sets out in detail MoD Schools policy on absence from school and should be read by all parents. In times of illness the best place for your child is at home; there are regulations concerning attending schools after and during illness and NHS guidelines are followed by MoD Schools. The most common of these is that there needs to be a 48 hour period of time absent from school after an episode of vomiting or diarrhoea.

ADMINISTRATION OF MEDICINES IN SCHOOL



We have a standing instruction concerning the administration of medicines to children who return to school after a period of illness. The instructions are available in the school office for all parents to read, but the crucial factor is that where I, as Headteacher, decide that it is in the best interest of a pupil to have medicines administered by an adult member of the school staff I can make such arrangements provided that:

- the adult is willing to administer the medicine
- the parent has given clear, written instructions concerning dosages

- parents requesting their children to take medicine in school have signed a written indemnity in favour of the school and the person administering the medicine. A standard form exists for this purpose and is held in the school office if required.
- Depending on the age, need and responsibility of the child, inhalers can be kept with the child but an additional inhaler should always be kept in the school office in case of emergencies.

ASSESSMENT

Pupils are assessed on the statutory national tests set in England. Pupil progress and attainment is monitored using Learning Ladders , a popular assessment tool used by many Primary Schools in England. Assessments of pupils' abilities are discussed with parents during the course of the school year and are clearly identified in the annual reports to parents.

BAD WEATHER



Pupils are encourage to come to school wearing clothes suitable for the weather conditions; we appreciate the value of the children getting exercise and fresh air outside and will try to give children this opportunity, even if there is the possibility of some rain!

There are times when heavy snow or freezing rain will result in SHAPE International School being closed. This is always because the International School has decided it is not safe to operate the buses

The following methods are used to inform families about the school closure:

- AFN SHAPE (106.5 or 104.2FM) will broadcast the closure between 06.30 and 08.00, repeating this message every 15 minutes.
- Parents can call 065 446033 for the bus office. An automated message will inform you if buses are not running.
- SHAPE2DAY website (www.shape2day.com) will display closure information.

BEHAVIOUR

Children are expected to behave well and display good manners and considerations for others at all times. They are expected to show respect for the school's, their own and other people's property. At all times, pupils are expected to "be incredible" and show their character by being respectful, caring, responsible and helpful.

Discipline is generally not a problem, but children occasionally need reminding about some aspects of their behaviour. If your child behaves badly on a frequent basis you will be asked to come in to school to discuss the matter with us so that we can agree a joint approach towards solving the problem. However, it should be borne in mind that, in extreme cases, the Head teacher has the power to exclude a pupil from school in accordance with MOD Schools Standing Instructions.

BREAKTIMES



During morning and lunch breaks all children are expected to go to the playground unless the weather is particular unpleasant. Supervision is managed by a team of School Support Assistants.

In order to foster healthy teeth and also to alleviate litter problems on campus, please do not give your child sweets, chocolate or crisp-type snacks for mid-morning break. A piece of fruit or a muesli-type bar would be far more sensible. Please ensure that there are no traces of nuts in the food you provide for your child.



BUS



This is not the responsibility of the school!

If school transport is required you must call at the International School Bus Office, Building 710 on the School Campus by the International Cafeteria, and register your child (Tel ext.4013). At the same time you will be given a bus pass which should be carried at all times by your child. Registration is required before

the start of the school year and notification must also be given if you change your address during the course of the school year.

Any complaints about school transport should be addressed through the International School Bus Office or via the Director General of SHAPE International School.

Your child will always be put on his/her usual bus unless a written request for a change is sent to us or if the children are collected from the school by a parent. Telephone messages should be the exception and only for emergencies. If you have more than one child in school each teacher must be given a letter. No verbal messages from the children will be accepted. It is a parental responsibility to let us know of any changes in routine. If, for any reason, your child should manage to miss the bus at the end of the school day, s/he must return to the school office and report to us. This is so that we know where they are and so that you can be contacted and informed of their whereabouts. To prevent accidents parents are reminded that it is their responsibility to take their children to, and meet them from, the bus at the appropriate stopping point.

CLASS SIZES

The average class size is 20 pupils but this does vary due to families being assigned to and from SHAPE. We allocate an LSA to each class to further support and improve learning. In addition we have specialist support through French, Music and PE teaching. Our overall class/year group organisation is flexible and depends on the numbers of children we have in the different age groups and the number of teachers we have allocated to us. At all times our first concern is to make the best possible provision for the children with the resources we have available.

CURRICULUM

Like other MoD Schools and state schools in England, this school's curriculum is based on the English National Curriculum. There is additional time available within the curriculum to ensure that it is bespoke and fits the context of schools. We achieve this and try to ensure that we link our curriculum into the unique international community of SHAPE and location with Belgium. Documents providing an overview of coverage for each year and across each term can be viewed on the School website.

English

This is one of the core subjects of the National Curriculum and children are taught according to this framework. Much of the language work dovetails closely with the development of reading skills, but equal importance is placed on the creative, speaking, listening, grammatical and presentational skills appropriate to the child's stage of development. An extremely wide range of equipment and materials is available in the school, which also boasts an excellent library. English skills, it must be emphasised, are not confined simply to the 'English' lesson. Learning the skills of our language is important - handwriting, spelling, sentence construction, punctuation and so on - but the use of language throughout the curriculum and the skills associated with that use are also of great importance in the development of your child's facility with English competence.

Mathematics

This is one of the core subjects of the National Curriculum and children are taught according to this framework. The Abacus Scheme is used in the school and is supplemented by a wide variety of other schemes, practical and problem-solving materials. Emphasis is placed on understanding through practical experience, computational skills and the wider areas of mathematics required by the National Curriculum. Samples of the materials in use can be viewed by parents when they visit the school. We also place importance upon the learning of number bonds, which includes 'times tables'.



Science



This is a core subject of the National Curriculum. Science is an integral part of our curriculum and crosses most 'subject' areas and boundaries. Children are guided in the development of their observational, deductive, experimentation and recording skills, and are encouraged to draw conclusions and develop a range of research and practical skills in the process. Where possible, science activities are co-ordinated and integrated into the "learning themes" being studied by the various year groups.

History, Geography, Art and Design Technology

These are foundation subjects of the National Curriculum and are tackled in a variety of ways which both highlight the individual concepts and skills but also highlight the interdependence of the subject matter and the absence of real boundaries between one curricular area and another. Geographical skills overlap with historical skills for example, and the learning themes children engage in during the course of their class work are designed to give a balance of study and experience over the length of the academic year.



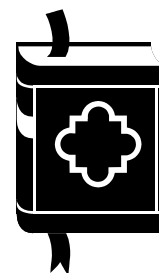
Computing and Digital Literacy



Computing is an integral part of the technology programme set out in the National Curriculum and also crosses over all subjects and therefore these skills become known as digital literacy. The School is well equipped with a suite of PCs, PCs in each classroom, interactive whiteboards, 4 whole class sets of I-Pads, Macbooks and many more technological resources. Experience in a wide range of digital literacy skills across the curriculum are planned as an integral part of lessons. A full-time Computing and Digital Literacy Learning Support Assistant/Technician is employed to support pupils' learning in this area of the curriculum.

Religious Education

This is a statutory requirement and the school follows the Authority's policy on RE. Following the 1944 and 1988 Education Acts there is an assembly each day either in the school hall or in the child's classroom. The Padre visits the school on a regular basis to conduct whole-school assemblies. If you wish your child to be excluded from RE or assemblies please consult with the Headteacher.



French



Although not a National Curriculum requirement at the lower end of primary school, we are fortunate in being able to offer French teaching to children from FS1 upwards. The amount of time we have for these lessons is limited but we are fortunate to employ a specialist French language teacher.

Personal, Social and Health Education (PSHE)

The children engage in personal, social and health education throughout school. This includes Sex, Health and Relationship education in Y5 and Y6.

Music

All classes have weekly music lessons taught by a specialist teacher. Children engage in a variety of musical activities ranging from singing, composing and evaluating music, experimenting with rhythm and sound, to the playing of pitched and unpitched instruments.



Physical Education



All children are expected to engage in the PE programme, and children in Y3, 4, 5 and 6, benefit from a swimming programme at different times during the school year. A specialist PE teacher is employed to teach a session of PE to each class every week.

Equipment

For swimming lessons, in addition to the swimming costume and towel, a swimming cap is also advisable. PE and swimming bags can be purchased at the school office. Please ensure that all PE and swimming gear is clearly labelled with your child's name. We share the pool and gymnasium facilities with the other school sections so unlabelled equipment is difficult to trace.

PE Clothes

Navy blue/black shorts
House T-shirt (bought from school office)
Black plimsolls/trainers.

Earrings and PE

The children should not wear jewellery, including earrings, for PE. Individual small plastic bags are available at the school office for children to put their earrings in to keep them safe and clean during PE sessions. If your child cannot take earrings out and put them in independently, it is requested your child does not wear earrings on days when they have PE in school. If you are uncertain which days your child has PE, please contact the school. The only exception to this rule is when ears have been pierced recently (ie up to 8 weeks after piercing) when micropore tape can be used to cover the earrings during PE sessions and this is applied by the office staff.

These rules are for health and safety reasons and follow the guidelines used in English primary schools. There have been a number of instances in England where earrings have caused damage to ear lobes and have scarred other children through accidental contact during PE sessions.

Absence from PE/Swimming

Just like other curricular areas, PE and swimming are a compulsory part of our curriculum and children may only be excused for valid reasons and on production of a letter from parents. As well as being important for a child's physical development, problems of supervision are caused when a child has to be excluded from an activity being shared by the rest of the class.

DIFFERENTIATION

Due to the large number of children arriving and departing throughout the school year, teaching styles and classroom management are geared to a much more individual approach to learning, starting at the point where the child is, rather than where the majority of the class is. The teachers cannot assume anything and we often find gaps in new entrants' learning which have to be filled. Our aim is to ensure all children make great progress and we utilise our high staff to pupil ratio to ensure that we challenge and support all pupils, regardless of their abilities.

EDUCATIONAL VISITS



Educational visits and field trips, with overnight stays for children from Year 3 upwards, are part of the International School integration policy. Children may be involved in day visits to places of local interest with members from other international school sections. The older children are encouraged to take part in longer visits to centres in Belgium and internationally. These longer visits are part of the courses of study the children are following and are superb opportunities for children to experience living away from home and to form friendships with children from the other SHAPE nations. Parents are asked to make every effort to allow their children to take part. A charge is made to cover the cost of accommodation, transport and so on, but the visits represent excellent value and are subsidised from international funds so the real cost is never passed on in full.

EMERGENCY PROCEDURES

Fire drill is practised at the beginning of each term and a lockdown procedure is practiced annually.

If we receive a bomb threat, the school is evacuated on advice from the Provost Marshal. The children are mustered outside the main entrance, but if we have to remain outside or if the weather is inclement, the British Section pupils will transfer to the UK Mess behind the EJSU. We can only return to the school when the all-clear has been given by the Provost Marshal. If the decision is taken to close the school the buses will take the children home. Every effort will be made to contact parents by telephone (hence the need for up-to-date information) and announcements will be broadcast on AFN/BFBS radio. If we have not managed to contact you or a neighbour your child will be kept at the UK Mess.



EXTRA-CURRICULAR ACTIVITIES



Due to the school buses, the extra-curricular activities held directly after school are limited. Consequently, most activities are during the lunch break and these are rich and varied. There are also a wide variety of activities on offer at the Child Youth Services (CYS) from the age of six upwards. These take place after school, in the evenings and at weekends and range from pottery to music, French to swimming, ballet to karate. Beavers, Cubs, Rainbows and Brownies operate in the British School Hall and are very popular.

HOME/SCHOOL COMMUNICATION

This is not always as simple as it may appear. In order to establish a routine in the provision of information, the school utilises our website to allow you to fill in online permission slips for trips, book parent consultations online and send home the majority of the school's communication by email. This includes the weekly school newsletter and other important letters. Please ensure that you have completed the email registration documentation to allow us to send you through home-school communications and set up your access to the Parent Section of our website.



Home Learning is also set on our website and parents can access the home learning which their child has been set.

We also use an online learning journal called See-Saw. This allows you to see some of the amazing work that your child has been doing in class via an app.

We also use our Facebook Page, which parents are more than welcome to join: British Section - SHAPE International School

E-mail through to the school office is also encouraged.

HOMEWORK

A copy of the school's homework policy will be given to all parents on arrival and further copies can be obtained from the School Office or from the school website.

Your child's home learning will be set on the school website in the pupil log-in section. You can also access their home learning from the Parent Section of the school website.

HOUSE TEAMS

The children are divided up into 4 Houses or Team groups. These are the Mons Monkeys, Charleroi Crocodiles, Ath Antelopes and Tournai Tigers. House points are earned through use of Learning Powers and showing Character and a series of sporting competitions are co-ordinated each year.

INSPECTION

Like all other MOD Schools, this school is monitored by MOD School Inspectors each term and is subject to external OFSTED inspections, the frequency of which depends on level of performance and the current version of the inspection framework. OFSTED reports can be read on the OFSTED website or accessed on the school website.



INTERNATIONAL SCHOOL



Inspiring learning for life

As well as being an MOD School, we are also an integral part of SHAPE International School. The school is on a large campus made up of eleven national sections with some 2,500 **students**. **Some sections cater for both elementary and secondary age pupils, but the British Section takes only those children of primary school age (three to eleven).** We share the buildings and other facilities with the other nationalities, so close co-operation and collaboration is of great importance. Integrated activities, particularly in the form of field trips, are an important part of International School Policy, consequently the children are encouraged to become involved in a wide range of field trips, and visits during the course of the academic year. Each national section is responsible for its own curriculum, staffing and general resourcing, but the campus is managed by a committee comprising the Principals of the eleven school sections under the chairmanship of the Director General. The Director General and his Assistant manage the General Services branch of the school, which co-ordinates logistical support. The school as a whole is monitored by the International School Board, which consists of the Director General and representatives from each of the Nations represented at SHAPE.

SHAPE School is an integral part of SHAPE and ultimately comes under the auspices of the Base Commander and thence SACEUR. Parents have the opportunity to enrol their children in any of the school sections, which comprise SHAPE International School, on a space available basis at the discretion of the School Principal.

“LEARNING POWERS”

The children are praised for using their powers of learning in a school initiative “Be incredible: use your learning powers” and is used regularly throughout the school. Multiple research projects has demonstrated that this is a powerful tool to increase life-long learning and enable children to develop growth mind-sets, be happy and successful. The 8 Learning Powers are: Concentrate, Don't give up, Be curious, Have-a-go, Use your imagination, Be co-operative, Keep improving and Enjoy learning!

MEALS



A hot school meal service is available each day. As charges for school meals are liable to change with fluctuations in the exchange rate it is necessary to ask the Office as to the current cost. Parents are notified at the end of each month as to the amount owing for that month's school meals. We request that you pay the bill promptly. A week's notice is required before starting or stopping school meals. A minimum of one month's meals consecutively must be taken and casual meals are not possible. Children can bring a packed lunch if they prefer this option.

Parents are requested to provide sensible lunch boxes of an unbreakable type clearly labelled with the child's name. Parents are requested to ensure that food provided has no traces of nuts. All lunches are consumed in the school hall and are supervised by lunch-time supervisors. Children who stay at school for lunch are not allowed off the school campus unless a note is sent and they are accompanied by an adult. When collecting your child, please report first to the school office. Separate arrangements are made for FS pupils and are outlined in the FS handbook.

MOD SCHOOLS

Schools administered by MOD Schools are intended, as far as possible, to provide the same pattern of education as that provided in state schools in England. The education will, therefore, conform in type and scope to that provided in England under the Education Acts 1988 (including the National Curriculum), although these have no legal validity overseas. MOD Schools is tasked to provide this type of education and funded by the MOD; our schools are known as MOD Schools.

Within the MOD, MOD Schools is a department which sits within Directorate of Children and Young People (DCYP), which is led by a senior Civil Servant who reports to the Adjutant General. The professional direction and general administration of MOD Schools are under the day-to-day control of a Civil Servant, the Senior Principal, MOD Schools and the HQ is situated in Upavon, Wiltshire

MOTTO

The school motto is **Be Incredible**. We encourage our children to **Be Incredible** and it is used specifically with the two most important frameworks underpinning the values and ethos of our school: “Be incredible: use your learning powers” and “Be incredible: show your character”.

PARENTS IN SCHOOL



It is a declared part of our school policy to maintain as close links as possible with you, the parents. We welcome you in school for any reason - please don't feel you need an excuse to come and see us. It is doubly important that you should come and see us if you or your child have any problems or concerns.

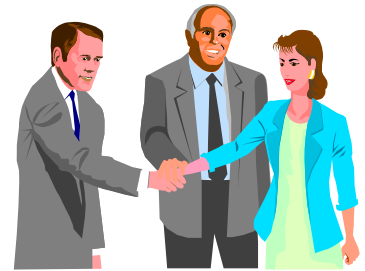
We particularly like to see you if you wish to help out in any way. We have a wonderful team of parents who run our library, help with cookery, pottery, crafts, reading, swimming, mathematical games, computersthe list goes on and on. Without their help - *without your help* - the school would be a much less vibrant place and the children would lose by not having the benefit of this additional expertise, attention and patience. Don't be shy, you don't need to be an expert at anything in particular, but if you would like to offer your help please come along and see us.

PARENT/TEACHER ASSOCIATION

In addition to the School Governance Committee the school has an active PTA which concerns itself with fundraising and enrichment activities to support the children's learning. All parents are automatically members of the PTA. Please support your PTA's efforts to raise additional funds for your children's school. If you would like to become an active member of the PTA we would be delighted to hear from you.

PARENT /TEACHER CONSULTATIONS

We are continually trying to offer a programme of meetings and consultations that parents require. In addition to the following 'formal' programme of meetings we operate an 'open door' policy whereby parents are invited to come into school at any time to discuss their concerns with myself and the class teachers. If, for any reason, we are not readily available you are invited to make an appointment for a mutually convenient date and time.



Autumn Term: During the first two weeks of the school year, parents will receive a curriculum statement which will outline the programmes of study the children will be following during the term. Further termly statements will be sent home during the spring and summer periods. Towards the middle of the term, you will receive an individual appointment with the class teacher to discuss your child's work and progress.

Spring Term: In the middle of this term you will also receive an individual appointment with the class teacher to discuss your child's work and progress.

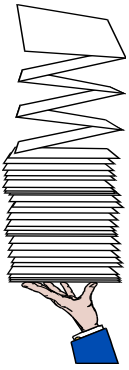
READING



Reading is crucially important and here at SHAPE School we are concerned to give every opportunity and encouragement to develop good reading habits. We have a well developed home/school policy in order to involve parents in the reading process.

The school has a wide selection of reading materials for your children to choose from. The reading scheme books are colour coded and children choose their home readers from the appropriate shelves. We expect parents to share these books with their children each evening and ensure that they are returned to school the following day. Parental help and interest in the child's reading progress is vital. Please do participate actively and please do keep in close liaison with your child's teacher who will be only too happy to discuss matters of concern, problems and successes with you.

REPORTS AND RECORDS



You will receive a comprehensive, written report on your child's work and progress shortly before the end of each academic year. You will also have the opportunity to meet with the teachers to discuss your child's report and comment upon it.

All children, on transferring from SHAPE, receive a transfer report for parents and their next school along with appropriate records of their achievements.

Parents are required to sign for records when they collect them from the school office and carry them to the child's new school. Alternatively, if the address of the child's new school is known, a child's record can be sent securely and directly to the new school.

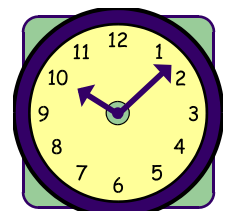
SCHOOL GOVERNANCE COMMITTEE

The school has a School Governance Committee (SGC) which fulfils most of the functions of a Board of Governors. The SGC is made up of parent unit representatives, parents and teachers and is chaired by a representative nominated by the UK National Military Representative (NMR) from his office. Parents are welcome to apply to become School Governors.

SCHOOL HOURS

Foundation Stage 1 operates morning sessions from 08.45 –12.00. Foundation Stage 2 starts at 08.50 and finishes as 15.25. Full-time pupils attend school as follows:

	<u>FS2, Y1 and Y2</u>	<u>Y3, Y4, Y5 and Y6</u>
Morning Session	08.50 - 12.15	08.50 - 12.15
Afternoon Session	13.15 - 15.25	13.15 - 15.30
Friday afternoon	Earlier finish 15.00	Earlier finish 15.05



Teaching hours per week *

23 hours

23.5 hours

There is a daily morning break between 10.20 – 10.40 hrs.

These times may be subject to change, but you will receive advance notice should any alteration need to be made. * ***The teaching hours illustrated above do not include time taken up by school assemblies, registration or break times.***

Most children come to school on officially organised school buses and are supervised on the playground next to the school bus stop. Children who walk to school or who are brought by parents should therefore arrive by 08.50 hours and should assemble on the playground adjacent to the International canteen or outside the main school entrance, unless it is raining. If it is raining or particularly cold, the children gather in the school hall for a 'wake up, shake up' activity.

If your children go home for lunch they should not return to school before 13.15 hours unless they are attending officially organised school lunch-time activities. If you come to collect your child at the end of the afternoon, please wait at the main entrance or inside the school entrance in times of bad weather, until the children come out. Please do not wait in the corridors outside the classrooms since this disturbs end-of-day activities and can cause unnecessary congestion. We have also been asked by the German Section to dissuade parents from using the corridor through their school.

SECONDARY EDUCATION

After Year 6, at the age of 11, children will transfer to secondary school which is the British School of Brussels. This provides a high quality education for the children who are transported to and from school by transport provided by EJSU. It should be noted that this is a long day for the children.

SHOW YOUR CHARACTER



Pupils are encouraged to “be incredible” and show their character. Eight character virtues are listed on the Shield of Incredible Character and children are taught about these virtues, reflect upon how they have used them and how they help them to make the “right” choices.

SPECIAL EDUCATIONAL NEEDS

A member of staff is designated to co-ordinate the education of children with Special Educational Needs (SEN). All children with SEN are taught in mainstream classes and their needs are met by the production of Individual Education Plans (IEPs) drawn up by class teachers in conjunction with the SEN Co-ordinator (SENCO). The IEPs are implemented in classrooms by Learning Support Assistants (LSAs). Parents are always consulted and kept fully informed when their children have need of this special support system.

UNIFORM

Winter Uniform

Navy blue sweatshirt or cardigan
White polo shirt
Grey trousers/skirt
Smart black shoes/trainers

Summer Uniform

Navy blue sweatshirt or cardigan
White polo shirt
Blue gingham dress/grey shorts (optional)
Smart black shoes/trainers

Sweatshirts, cardigans, fleeces PE House T-Shirts with the school emblem are available from the school office on arrival.

PE Clothes

Navy blue/black shorts
House T-shirt
Black plimsolls/trainers.

The school colour is navy. **Jeans or tracksuit bottoms must not be worn to school.**

Children are not permitted to bring penknives, replica firearms or matches to school and watches and jewellery are worn at the parent's risk. Please note for safety reasons, only stud earrings should be worn and children should be able to remove them without assistance. Earrings are not to be worn during PE or swimming lessons so parents must ensure that their children do not wear them on days when PE or swimming are on the timetable.

In winter, all children must come to school with a warm, waterproof outdoor coat and, when it is particularly cold, with scarf and gloves. Children should wear smart school shoes but they can change into trainers for play time.

The children are requested to have conservative hair styles which avoid latest fashions, such as shaved patterns or Mohican spikes.

Z.....AND FINALLY...

We hope your child will be happy and contented in our school, for an unhappy child will not learn as well or make the same progress as a happy one. Please do remember that we are here to help you, so if you do have any concerns, worries or even praise, please come and see us. After all, your aims and ours are the same - to nurture a happy, confident child who wants to come to school and learn to the best of his/her ability. Our aim is to set and achieve high standards in all that we do. We see ourselves as in partnership with you, the parents, in order to gain the best advantage for the children in our care. When we work well together who knows what we might achieve?

This information was correct at the beginning of May 2017.

PUPIL ABSENCE FROM SCHOOL

Background

It is the legal duty of parents/guardians of pupils of statutory school age to ensure that such pupils attend their designated school during such times as the school is open for the attendance of pupils.

Parents/guardians of pupils attending schools administered by MOD Schools are required to comply with such attendance regulations as promulgated by MOD Schools.

Medical Absence

The parent/guardian of any pupil absent from school for medical or dental appointment should inform the school in writing in advance of the absence.

The parent/guardian of any pupil absent from school because of sickness should inform the school in writing of the reason for the absence at the end of the period of absence. If the absence is likely to be prolonged it would be helpful to inform the school in advance. The absence from school of any pupil for compassionate reasons should be treated in the same way.

Leave of Absence

Leave of absence may only be granted by a person authorised in that behalf by MOD Schools. In the case of MOD Schools this person will be the Head teacher or, in his/her absence the person acting in this capacity.

Leave of absence shall not be granted to enable a pupil to undertake employment (whether paid or unpaid) during school hours except:

- Employment in pursuance of arrangements made or approved under the Education (Work Experience) Act 1973
- Employment for the purpose of taking part in a performance within the meaning of section 37 of the Children and Young Persons Act 1963 (c) under authority granted by HQ Service Children's Education.

Leave of absence during term time is discouraged and may only be granted in exceptional circumstances. Post Operational Tour Leave (POTL) of up to 10 days may be authorised by a Head teacher on return of a deployed parent from an operational tour of duty of at least six months duration. When absence is requested for POTL the Head teacher is required to request authentication from the Unit Welfare Officer. Authorisation may not be given if the educational welfare of the child/ren will suffer.

Parents should consult SOBA(G) 3208 AMDT 37 and the SCE/BFG leaflet entitled School Attendance for further information.

Parents will appreciate that their child's/children's education is best served by regular and punctual attendance at school.

It is the policy of the school not to set work to be completed during periods of absence, other than in certain cases of prolonged medical absence.

Pupil Attendance Registration Time

The school session at British Section, SHAPE International School begins 08.50 hrs daily and registration time is between 08.50 and 08.55 AM

PROCEDURE FOR FINAL WITHDRAWAL OF PUPIL ON POSTING

It is important that this procedure be followed so that the school can complete the necessary documentation for your child in order that they may continue their education at your new location with the minimum of disruption.

When your posting has been confirmed, please inform the school as soon as possible. Ideally we would require three week's notice of leaving.

Parents should call into school on their child's last day to collect and sign for transfer documentation **in person**. These documents should be carried back to UK in the family's hand-baggage and handed to the receiving school without delay. Alternatively if the address of the new school is known, documents can be sent securely and directly to the new school by the British School.

Copies of this leaving procedure/proforma can be obtained from the school at any time or can be sent home with your child on request.

Your co-operation in this matter is appreciated and is important for the future education of your child.

Please do not hesitate to contact me if you have any queries concerning any of the above.

REQUEST FOR TERM TIME PUPIL LEAVE TO POST OPERATIONAL LEAVE

Name of Child: _____ Class: _____

I would like to request permission for my child to take 'exceptional leave' from school during term time due to my own post operational leave. I understand that any term time leave for children is discouraged and may be detrimental to my child's education.

Reason for exceptional leave:

I understand that HQ MOD Schools expects that a maximum of ten days is applied for and that the Head of household must have returned from a minimum of a 3 month tour of duty which is deemed by the chain of command to be hazardous or dangerous. This request form is pre-signed by my unit, in the box below, confirming that I am entitled to apply – I understand that actual permission for this exceptional term time leave from school can only be granted by my child's head teacher.

UNIT DECLARATION

Name of Unit _____ Rank/Name of Unit representative _____

This is to certify that _____ is entitled to apply for 'exceptional leave' for their child from school as a result of operational leave.

Signature of Unit representative _____ Unit Stamp

The exceptional leave I am requesting for my child is planned from (date) _____

Until _____ resulting in a total absence of _____ school days.

Signature of parent: _____ Date: _____

Head teacher use only

Thank you for your application for 'exceptional leave' for your child.

Your child's attendance record for the last term/academic year is as follows: % attendance

This % means that the number of sessions missed last term / year =

a) I confirm that this exceptional leave has been agreed:

Signed _____ Date _____

b) Your request for exceptional leave has not been agreed for the following reason:

Signed _____ Date _____

REQUEST FOR TERM TIME PUPIL LEAVE – EXCEPTIONAL CIRCUMSTANCES

Name of Child: _____ Class: _____

I would like to request permission for my child to take ‘exceptional’ term time leave from school for the following reasons and understand that family holidays are not a valid reason and that any absence may be detrimental to my child’s education.

Outline of exceptional circumstances:

The exceptional leave I am requesting for my child is planned from (date) _____

Until _____ resulting in a total absence of _____ school days.

I understand that I may be required to provide evidence of the above if required and that this may require this information to be discussed with the relevant Unit Welfare Office.

Signature of parent: _____ Date: _____

Head teacher use only

Thank you for your application for ‘exceptional leave’ for your child.

Your child’s attendance record for the last term/academic year is as follows:

% attendance

a) I confirm that this exceptional leave has been agreed:

Signed _____ Date _____

b) Your request for exceptional leave has not been agreed for the following reason:

Signed _____ Date _____



Home Learning Policy

SHAPE International School
British Section

Inspiring Learning for Life



Purposes of Home Learning

- to develop a partnership with parents and to involve them actively in their children's learning
- to support the ethos of developing life-long learners who value improving their "Learning Powers": *concentrate, have a go, be curious, enjoy learning, keep improving, use your imagination, don't give up and be co-operative.*
- to encourage pupils to develop the skills, confidence and motivation to study independently and consequently be well-prepared for their next stages of education
- to consolidate and reinforce the skills and understanding developed at school
- to raise pupils' aspiration to enjoy and succeed in learning through positive role modelling and expectations from parents

Type and Amount of Home Learning

In accordance with DFE guidelines the amount and level of challenge of home learning set will increase as children move up through the school. It is the class teacher's responsibility to ensure that the home learning set is appropriate and does not disadvantage some children who may not have the resources at home to complete a given task.

Foundation Stage

FS1 and FS2: Home link activities reinforces partnership between home and school and children enjoy sharing their home learning with teachers and peers at school. A Home link diary enables a dialogue between teacher and parent. Daily reading is very much encouraged.

Key Stage One

Year 1 and 2: Reading, spelling, maths and a number of cross-curricular activities such as projects which children and parents are encouraged to work on together.

Key Stage Two

Year Three Weekly spellings and written work, weekly tables and number bond work. Home learning will be given on Thursday and collected in on Tuesday. Science and cross-curricular learning activities such as projects will also be set when appropriate. The home learning will be mainly based on work that has been covered in either English and Maths lessons, in order to consolidate new concepts and may include e-learning.

Year Four Weekly spellings and written work (alternating between maths and English). Home learning is set on Thursday and collected in on Tuesday. Daily reading and multiplication practice at home is also encouraged. Additional cross-curricular projects are also set and e-learning is utilised.

Year Five: Home learning will be given each week in the following subjects:

Longer extended reading comprehensions, weekly spellings and associated activities, maths and cross-curricular activities including extended projects as required. E-learning is also used.

In addition, pupils should read daily.

Year Six: Home learning will be given each week in the following subjects:

Reading comprehensions, weekly spellings and associated activities, grammar and punctuation practice, maths and the occasional cross-curricular extended projects. E-learning is also used.

In addition, pupils should read daily.

The tasks set will generally not take longer than the daily time guidelines recommended by the DFE for each age range set out below, the aim being to ensure that home learning is consistent and manageable for all pupils.

- | | |
|--------------------|---|
| ➤ Foundation Stage | 10 minutes reading and other home link activities |
| ➤ Years 1&2 | 20 minutes reading, 10 minutes other activities |
| ➤ Years 3&4 | 20 minutes reading, 20 minutes other activities |
| ➤ Years 5 | 10 minutes reading, 30 minutes other activities |
| ➤ Year 6 | 10 minutes reading, 40 minutes other activities |

Home learning will be marked regularly and appropriate responses given to pupils. A record of home learning set will be kept by the class teacher.

Special Education Needs and Disabilities

Home learning set for SEND pupils should be balanced to allow the child to do work in common with other members of the class whilst ensuring that the task is suitable and also, where possible, targets individual areas for development. It should not be used as a way for the child to catch up with tasks not completed in class, but may be linked to their IEP.

Role of Parents

Parents are encouraged to:-

- provide a suitable and quiet place for home learning
- become involved and encourage children to have a positive attitude towards home learning, focussing on the importance of developing their "*Learning Powers*" rather than simply the end product
- encourage the development of personal organisation skills (learning for life!) including expecting to complete home learning on time
- give praise and celebrate achievements and the process of developing learning powers that created the end product
- inform teachers of any problems as they arise and co-operate with teachers to implement solutions.

Monitoring and Evaluation

The success of the marking and feedback policy is monitored through the annual programme of monitoring and evaluation as outlined in the annual schedule and the pupil and parent annual questionnaires.

**The British Section
SHAPE International School**

ANTI-BULLYING POLICY

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a “telling” school. This means that anyone who knows that bullying is happening is expected to tell the staff.

Definition

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing

Bullying is the repeated use of unkindness over time.

Rationale

Why is it Important to Respond to Bullying?

- Bullying hurts
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect
- Pupils who are bullying need to learn different ways of behaving
- Bullies themselves need help

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arise
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- Bullying will not be tolerated in this school.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- regularly comes home very hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, such as problems with home life or tensions within the family, but bullying should be considered a possibility and should be investigated.

Procedures

1. Bullying incidents should be reported to a member the school staff by anyone who experiences or witnesses acts of bullying
2. Immediate steps should be taken to try to stop the process and to reassure the bullied pupil(s) that the incident will be taken seriously
3. It must be made clear to all involved that bullying is not acceptable behaviour
4. All views and all evidence should be taken note of
5. Advice and support should be offered to both parties
6. The incident, if minor, will be dealt by staff immediately and the outcome monitored to ensure successful intervention
7. In more serious cases the incident should be documented and reported to the headteacher who will officially record the facts and deal with the situation
8. Where appropriate the headteacher will inform parents of all pupils involved
9. At the discretion of the headteacher, outside welfare agencies may be consulted. Parents will be informed of this fact if it happens
10. All parties should be kept informed at all times

Outcomes

1. The bully (bullies) will be asked to genuinely apologise and be helped to understand why their actions cannot be tolerated
2. Discussions with both parties will be held in order to get the issues in the open so that reconciliation and reassurance can be achieved
3. Appropriate sanctions should be explained and agreed with the perpetrator(s)

4. If the incident is considered by the Headteacher to be serious then the parents of both parties will be informed
5. Formal written warnings as to future conduct could be issued to parents and further sanctions outlined if any reoccurrence should take place
6. Where written records are warranted these will be placed on the perpetrator's file
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of strategies for helping children to prevent bullying. As and when appropriate, these may include:

- class discussions to identify the forms that bullying might take
- discussions as to why bullying is wrong
- trying to find reasons why children might become bullies
- class discussions to formulate responses to bullying
- discussion of the problems associated with bullying in Circle Time
- writing stories or poems or drawing pictures about bullying incidents to dissuade would-be bullies
- reading stories about bullying or having them read to a class or in assembly
- using role-play in drama lessons
- having discussions about bullying and why it matters to prevent it
- having a widely-publicised zero tolerance policy towards bullying
- all staff being vigilant at all times for signs of pupils bullying about the school
- small group work to explore emotional literacy

Monitoring and Evaluation

Recorded incidents of bullying will be monitored by the Headteacher, if bullying increases the policy will be amended accordingly.

Revised April 2016 (Next review: April 2019)

EMERGENCY CONTACT FORM

It is important that information held by the school is up to date. Would you therefore please complete the following ***and contact the school of any changes throughout the year.***

CHILD'S FULL NAME

DATE OF BIRTH

ADDRESS.....

.....

HOME TEL NO.....

FATHER'S/MOTHER'S NAME AND RANK

PLACE OF WORK EXT.....

MOTHER'S NAME AND DETAILS

PLACE OF WORK EXT.....

EMERGENCY CONTACT NAME

TEL.....

CHILD MINDER (IF APPLICABLE) TEL.....

MEDICAL INFORMATION

PLEASE GIVE DETAILS OF ANY PHYSICAL OF MEDICAL CONDITION WHICH THE SCHOOL SHOULD BE AWARE OF INCLUDING ALLERGIES:

.....
.....
.....
.....

DOES YOUR CHILD TAKE ANY REGULAR MEDICATION?

.....
.....
.....

SIGNATURE OF PARENT/GUARDIAN DATE.....