



STRAITS INTERNATIONAL SCHOOL TAMANSARI, RAWANG



**KEMENTERIAN
PENDIDIKAN
MALAYSIA**

Straits International School
- rated a 5-star school by the
Ministry of Education Malaysia

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PARENT HANDBOOK

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Contents

Introduction and Contacts	2
Mission Statement	3
Educational Goals and Objectives	3
Governance	5
The Role of Principal	6
The School and Student/Parent Expectations	7
Communication and Support	8
Admissions and Attendance	11
The Academic Programme	14
The Pastoral Programme	23
School Life	25
The Co-Curricular Programme	28
Rules, Rewards and Discipline	30
Bullying Policy	33
Health and Safety	36
Child Protection	38
Uniform	40
Resources	41
Canteen	42
Complaints Procedure	43
General Policies and Conclusions	44

Introduction

Dear Parent,

I would like to extend a warm welcome to your family on behalf of the entire community here at Straits International School, as you prepare to start your journey with us.

Our school was established in August 2012 and is therefore ideally placed to take an innovative role in constructing an ethos and academic system that produces well balanced, honest and responsible young people who strive for excellence. By taking advantage of well-resourced and modern facilities, we aim to provide a first class education. We very much hope that you will play an active and supportive role in helping us achieve our vision of a community based education that combines academic rigour and the development of compassionate, responsible and proactive students.

The purpose of this handbook is to provide a means to ease your transition into our school, whilst giving you a sense of how we work and what we stand for. This handbook is not exhaustive and as a new school, may be subject to change as we grow and take input from all involved. As a school with an open door policy, you are of course welcome to come and see us if you are unsure of anything or require clarification. Our school is a community; and we hope for an active and positive contribution from our Parents – and this requires communication. Please do not hesitate to come and see us if you have any points you wish to raise.

We hope that your time at Straits International School will be a worthwhile and memorable one. Our community will be our most vital asset and the future is exciting as we seek to build a truly excellent school.

Mr. Stephen Willoughby

Principal – Straits International School, Rawang Campus

Contacts

School Office E-mail: info@sisgroup.edu.my

Mr. Stephen Willoughby (Principal): swilloughby@sisgroup.edu.my

Mission Statement

Straits International School aims to prepare its students to take up their places in an ever evolving and challenging world, striving for continuous excellence in their pursuits, but tempered with empathy for others. Students of SIS will leave the school with strong moral and ethical values and with a truly internationally minded outlook.

Straits International School believes that:

- A child's happiness and positive self-esteem are vital to their personal and social development;
- Children need to be taught to believe in themselves;
- The attitude of children should be healthy and positive;
- Children ought to know how to set goals and how to achieve them;
- Children should learn that self-discipline and self-motivation are the keys to achievement and success; and
- Children must learn to look outwards from within.

Educational Goals and Objectives

We want to encourage all of our students to be good communicators, to think imaginatively, and to be able to work independently and collectively. At Straits International School we recognise individual talents in all areas of school life and we aim to prepare our students to be thoughtful of the world around them.

Straits International School believes in:

- The pursuit of excellence through releasing the full potential of each individual.
- The development of creative thinking and produce well balanced young people that display tolerance and understanding.
- The creation of an education tailored to the needs of each child and the maintenance of excellent lines of communication with parents.
- The support of students at all times and the creation of a positive community both within and outside of school.
- The development of a strong sense of self-discipline in preparation for later life.
- The requirement of good manners, proper values and high standards of presentation, in the person and the work.

- The nurturing of all individuals to help them find and develop their own array of talents (balanced with a commitment to teamwork and community).
- The moral welfare of the child, based on the values of compassion and empathy with others in order to make good citizens.
- The development of the whole person, emotionally, socially, intellectually, culturally and physically.
- The provision of a sustainable and enduring basis for education through the encouragement to learn -and keep learning.

GOVERNANCE

Governance Structure

SIS Penang, as one of a planned number of Straits International Schools to be located across Malaysia, is operated by SG Straits International Education Group (formally known as SIS Charter Sdn. Bhd) and registered as a Private Limited Company in 2010. It is represented by a Board of Governors who provides the overall leadership and vision of the school. They are;

Dr. Roslan bin A. Ghaffar – an expert in the field of economics, finance and investment, Dr. Roslan has previously been an advisor to the World Bank, amongst others. He currently sits on the Boards of various public companies, including SYF Resources Bhd and ING Funds Bhd.

Dato' Dr. Hj. Azmi Zakaria – previously a Director with the Education Policy Planning and Research Department of the Ministry of Education, with over forty years of experience in the education industry.

Toh Puan Mariam Mustapha – from the UK, has much experience in working with Non-Governmental Organisations throughout Malaysia since her marriage to Tun Mustapha, the first Governor of Sabah. Toh Puan Mariam Mustapha is highly involved in raising funds for charity and currently manages the estates of Tun Mustapha.

Dato' Sri Vincent – holds a Doctorate in Business Administration and Doctorate in Philosophy, Project Management, Master in Business Administration and a Fellow with The Hong Kong Institute of Chief Executives, is a sought-after speaker at property and investment forums and seminars.

Dato' Kenneth H'ng- is the Chief Executive Officer/Managing Director of GUH, and is a Board member of Binary University College of Management and Entrepreneurship. Dato' Kenneth graduated with a Bachelor of Mathematics (Double Honours) in Computers Science and Combinatoric & Optimization and also holds a Master of Applied Science (Management Science) in University of Waterloo, Canada.

H'ng Chun Li – is the General Manager of GUH Holdings Bhd, and sits on the board of several private companies in Malaysia, Hong Kong and China. Mr H'ng graduated with a Bachelor Degree from Monash University, Australia.

The Role of Principal

The Principal, Mr. Stephen Willoughby, has overall management responsibility for all educational and administrative aspects of the school operation, including:

- Academic standards and the delivery of an effective curriculum.
- The welfare of students and staff.
- The performance and development of teaching staff.
- Relationships and communications with parents and prospective parents.
- Adherence to educational legislative requirements and the implementation of best teaching practice throughout the school.
- Curriculum planning and development.
- Relationships with feeder schools, senior schools, professional bodies and Government bodies.

He delegates significant responsibility to members of staff through the Senior Leadership Team (SLT).

Senior Leadership Team (SLT)

As the school develops, the SIS Board, in conjunction with the Principal, shall seek to appoint a Senior Leadership team that is composed of Vice Principals of Primary and Secondary schools and a suitable middle management structure beneath them, consisting of Heads of Faculty and Key Coordinators.

The School and the Community

One of the most integral parts of the school ethos revolves around the concept of community. At SIS, this exists at different levels:

- The Form Group
- The House
- The School
- The Wider Community of Rawang
- The Wider Community of Malaysia
- The Global Community

At each level the students, staff and parents will be given opportunities to play a central role within the community, whether it be through hands on service, charitable schemes, out of school learning, events or connecting with other communities. All are anticipated to participate actively and in a positive manner.

Our educational ethos expects that all members of our community pursue lifelong learning and that we understand that education is not just limited to classroom academics. It is our vision to produce young men and women with the compassion, drive, communication skills and understanding which will best prepare them for their future roles in the world.

Expectations

Of Staff

- A professional teaching staff who set a good example in terms of professional knowledge, general behaviour and standards of dress.
- A staff body which applies school policies and procedures fairly and consistently.
- A team of caring, hardworking staff, who are available to listen, counsel or provide information on academic or pastoral matters at any time.

Of Students

- To behave appropriately at all times.
- To show respect for people and property.
- To conform to school uniform requirements.
- To arrive to class punctually and prepared.
- To participate actively in learning.
- To complete homework on time and to a good standard.
- To have a positive attitude.
- To be responsible and honest.
- To strive for school unity.
- To use appropriate language speaking English at all times.
- To respect the school charter.
- To lead by example.

Of Parents

- To be proactive, positive members of our community.
- To show respect for all those involved with the school, whatever their role, whatever the situation.
- To adhere to school policies and rules as outlined within the admissions agreement.
- To support the school as much as you can.

COMMUNICATION AND SUPPORT

Appointments and Contacts

The school operates an open door policy, so you can always enquire at the reception if the Principal is available to meet. However, please be advised that if you wish to ensure an appointment it is always wise to phone the school or email info@sisgroup.edu.my for further details. Teachers, by the nature of their timetabled work, should always be e-mailed personally before dropping in, just in case they are teaching. Your child's Form Teacher should always be your first port of call, unless it is a serious issue, in which case, contact the Principal directly. If you have a complaint, please follow the procedure as outlined within the handbook.

Many teachers, including the Principal, will endeavour to be present at the beginning and end of school, mingling with parents and supervising children. You are always welcome to go talk with them when they are not too busy with children! The staff are here to help and are friendly, courteous members of our community. Please do not hesitate to establish friendly relations with our professional team, the home-school relationship is a vital part of our ethos.

Please remember that if you do e-mail staff personally outside school office hours, although we shall do our best to answer them as soon as possible, it may take one or two working days to receive a reply. It is also expected that you do not to contact staff members through their mobile numbers, but to contact them through the school.

Contacting Your Child at School

Please remember to adhere to the school policy on mobile phones as outlined within your child's planner. Essentially, mobile phones and other such items are unauthorised, meaning that the school takes no liability for them and expects them to be switched off and secured at all times. They are not to be used during school time by students at all. If you wish to contact them by their phone, appreciate that they are turned off and that the student can only collect these messages once the school day has ended. If you have an emergency situation, or have an urgent message, please contact the school reception who shall either collect your child to talk to you, or pass the message on.

Publications and Other Information

Communications from the school will take a variety of forms, most of which will be via e-mail and the website. It is therefore very important that the school has the correct contact details so if these change please let us know. If you are not receiving mailings, please check your spam and mark SIS as a safe sender. You will also receive periodic hard copy items such as the Parents' Calendar for a term, letters from the Principal, or trip authorisation. Our website shall become an important source of information for any member of the school community.

Reports and Parent Consultations

All students at the school receive four reports per year. These include one progress report in October, one end of term report in December, a mid year progress report at the end of term two and a single end of year report in June. The progress reports are of one page outlining your child's general efforts and progress at the school, while the summative end of term/year reports are much more detailed; including extensive comments and grading in both attainment and effort. The school organises three parent's evenings per year.

Please also remember that you can meet with your child's teachers throughout the year as the school operates an open door policy. Please refer to the appointments and contacts section above.

Parent Portal

As the school grows and develops it shall improve its use of learning platforms to better facilitate the communication between home and school. Soon after your child's arrival, you shall be given instructions on how to use a free, safe web-based learning platform (Class Dojo) that will enable your child, and you, to access information regarding your child's homework tasks, their deadlines, lesson resources, plans and provide them with a means to communicate with teachers outside of the classroom. It is expected that all students will use this facility according to its associated policy and become active participants.

Student Planner

This is a key document that is vital to your child's life at the school. It is both a source of information and a means to communication and therefore each child needs to look after it carefully. All tasks are to be written in the planner and parents are expected to sign it each week and use it as a key method of communicating with teachers. In turn, your child's Form Tutor shall check and complete a short comment on a weekly basis, where possible. The student planner is available in the school store for purchase.

Data and Information

The school applies the following general principles to the use and storage of confidential information in its possession:

- Confidential information is kept in a locked cabinet.
- Students do not have access to confidential information.
- Confidential information on computers is password protected; either through a user password or through file specific passwords.
- Staff are contractually obliged not to disclose confidential information held at the School to outside parties.

Information may be shared with the Board of Governors, the School Leadership Team or staff where doing so is important for the effective running of the School.

If your data changes at any point from that provided during the admissions process, you must inform the school. The school cannot be held liable for inaccurate data in this instance. The school shall send you data update forms on an annual basis.

School Web site

The school web site can be found at www.sisgroup.edu.my. The school website is a key location regarding any information about and communication from the school to the school community. Please be sure to check the school website on a weekly basis.

Getting Involved

It is our wish that we have the whole school community working together to help make this the best school it can be. To that end, the school will look to create a Straits Parent Support Group (SPSG) once the school has settled and reach a stage where it is appropriate. In the meantime, the school shall seek opportunities to invite parents in, on an informal

basis, to discuss particular issues or become involved in certain events. Of course, parents are willing to contribute at all times and raise ideas by contacting the Principal.

Ultimately, The Straits Parent Support Group (SPSG) will be created to foster a feeling of 'community' amongst the parents through its social events whilst at the same time raising funds for the benefit of the school's service initiatives. All parents of SIS children are automatically members of the Straits Parent Support Group (SPSG). Apart from holding functions which enable parents to socialise with each other, either of their own or in support of school events (e.g., the food stalls on Sports Day), the Group raises funds to help provide extra opportunities within the local or broader community, over and above that which the school would be expected to provide from fees. In short, it can enhance your child's education.

ADMISSIONS AND ATTENDANCE

Admissions Procedure

An interview/test to assess a child's English competence is required for all participants. For Early Years through to Year 2, a trial class is offered. For older students, there is a CAT4 component, as well as the compulsory interview.

English as an Additional Language (EAL) support is offered and testing may refer to this need. For those to whom this contractual admissions acceptance applies, this is a compulsory component for which there is a supplementary fee payable for as long as the support is received. This need is continually assessed and may be reduced during the school year. Withdrawal is at the discretion of the Principal.

Form Placement Policy

SIS accepts children of all nationalities. Children are normally placed in classes according to their age on 31st August of the year of entry as follows. Students are placed in their natural age group. Any deviation from this, or change in year group due to performance is solely at the discretion of the Principal.

- Nursery 3 years old
- Reception 4 years old
- Year 1 5 years old
- Year 2 6 years old
- Year 3 7 years old
- Year 4 8 years old
- Year 5 9 years old
- Year 6 10 years old
- Year 7 11 years old
- Year 8 12 years old
- Year 9 13 years old
- Year 10 14 years old
- Year 11 15 years old

Conditions of Enrolment

Enrolment is considered a privilege, with the child having specific responsibilities in terms of attitude and behaviour. The School reserves the right of suspension or expulsion when work, attitude or behaviour is contrary to the expected norm.

Withdrawals

If it is necessary for a child to be withdrawn from the School during the school year, parents should follow the process as detailed in the Admission Agreement ensuring that they give the school notice of departure.

The School Year

The school year is divided into three terms, Term 1 from August to December, Term 2 from January to April and Term 3 from April to July.

If parents have to take their children out of school during term time, then they must inform the administrative office in writing one month prior to departure or as soon as possible.

Challenge Week

The school, in line with our ethos, operates a Challenge Week annually, where students are off-timetable for five days completing activities based upon international mindedness, democracy, environmental awareness, adventure, leadership and service. This is a compulsory part of school life. Costs differ, but children attend residential trips from Year 3 upwards, ranging from two nights to four nights depending on age. Costs for overseas residential trips are typically between RM2,000-RM3,000, and apply to Year 5 and upwards.

Absence Due to Illness

All absences must be accounted for and authorised by the school. Therefore, the school would appreciate a call before the beginning of the school day to alert us of absence. A note should also be recorded in the student diary by the parent. The Reception Desk shall be open from 7:30am for this purpose.

Absence due to Family Circumstances

The school understands that from time to time, family circumstances dictate that it is necessary for a child to miss school. In this event, please contact the school as above and if possible, give as much notice as you can. However, it must be understood that going on holiday during school time is not an acceptable practice as teaching continues at school until the very last day of term. Missed days inevitably result in difficulties in maintaining the consistency of educational provision.

Unsatisfactory Attendance

All attendance rates are recorded upon school reports and references (effective 2014/2015). The school retains the right to enact disciplinary procedures if attendance rates are of concern.

Daily Registration and the School Day

School starts at 8:00am for all children. Children are expected to attend every day and to be in school for the beginning of the session. The formal school day finishes at 3:00pm, though co-curricular activities and other classes mean that effectively, the school day ends at 4:00pm. The day ends at 3:00pm for Early Years students.

Parents and drivers need to be considerate of other traffic on the street outside the campuses. Where possible they should try to minimise congestion by organising to drop the child and as necessary an accompanying adult, at the gate and allowing the vehicle to move away.

Staff are on duty from 7:45am to supervise the children. *Parents or a responsible adult **must** remain with children who arrive at school before this time.*

The register is taken before classes start. A note is made in the register to indicate absentees. All late-comers are required to 'sign in' at the reception desk and the registers duly annotated. Repeated tardiness will necessitate action by the Principal.

Parents, drivers, nannies etc. should collect the children from the designated areas at the end of the day.

Late Arrival / Early Departure

If you know in advance that your child is going to be late or needs to leave school early for any reason on a particular day, a note should be sent to school the previous day for our information/action.

Medical and dental appointments should, whenever possible, be made outside of school hours.

Parental Absence from KL

From time to time, it happens that a child is looked after at home by a guardian/other family member while the parents are away. In the interests of the child, we respectfully request that you inform the child's form tutor so that this can be taken into consideration when observing a student's behaviour and progress at school.

Child ID information

No child will be allowed to leave the premises at the end of the day without an authorised adult holding the school issued pick up card. Please ensure that the school is informed of any changes relating to the designated adult responsible for collecting the children. Children should be collected no more than 25 minutes after the school day ends. If they remain after this time they will be put into the After School Club which is charged at 15RM/hour

THE ACADEMIC PROGRAMME

The Curriculum

Our curriculum is based on the England and Wales National Curriculum, combined with the Cambridge Programmes for Primary and Secondary Checkpoint. For students in Years 10 and 11 they will be offered an IGCSE options package. It is the intention of the school to offer CIE A Levels in the future.

The Early Years Foundation Stage, (Nursery to Reception), is divided into seven key areas:

- **Personal, Social and Emotional Development**
Involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Physical Development**
Involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Communication and Language Development**
Involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.
- **Literacy Development**
Involves providing children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – books, poems, and other written materials, to ignite their interest.
- **Mathematics**
Involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.
- **Understanding the World**
Involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design**
Involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a Children are encouraged to develop their skills across a wide range of areas – both variety of activities in art, music, movement, dance, role-play, and design and technology.

Children are encouraged to develop their skills across a wide range of areas – both academic and social. Over the two years of EYFS, our Nursery and Reception classes will gradually develop the basic skills the children need to thrive in later life – at school and beyond. We develop reading and writing through a series of progressive activities, including stroke making, learning the alphabet and story and phonics work. Children will also learn basic numeracy skills and by the end of EYFS will be able to perform simple addition and subtraction problems. We look at the wider world and try to understand how and why things happen. SIS also places emphasis on play-based learning and outdoor activities. We also love to give our students the chance to explore and experiment with Art, Music and other creative pursuits. The children are exposed to our language classes and begin to study Mandarin. Our Malaysian children also study the national language, Bahasa Malaysia.

Children are assessed using the EYFS Profile which documents a child's progress over their two years from Nursery, aged 3 to the end of Reception, aged 5. The profile contains a variety of evidence and teacher reflection and comment highlighting areas where children are doing well and where help is still required.

We welcome all prospective EYFS children to come and join the school for a few days and enjoy learning with our current children. Please feel free to make an appointment to come and look around the school or to chat with one of our staff.

Cambridge Primary Checkpoint (Years 1 to 6), offers feedback on a learners' strengths and weaknesses in the key curriculum areas of English, Mathematics and Science. The programme is designed by Cambridge International Education with tests externally marked to provide schools with an external international benchmark for learner performance.

The feedback gained from Cambridge Primary Checkpoint is an invaluable source of information for learners, parents and teachers. Learners and parents will have a transferable indication of academic progress and achievement. The school can then make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Primary Checkpoint.

The feedback gained from Cambridge Primary Checkpoint is an invaluable source of information for progression into the **Cambridge Secondary Checkpoint** programme (Years 7 to 9), with similar tests being held at the end of Year 9.

The **England and Wales National Curriculum** is used for all our students, aged 3-14, in subjects not covered by the Cambridge Checkpoint programme. (Maths, English and Science.) These subjects include Personal, Social, Health Education (PSHE), Citizenship, Art, Information and Communication Technology (ICT), Music, Drama, History and Geography. Secondary students also study Business, using a programme designed by the Australian National Curriculum.

In conjunction with this curriculum, we teach the subjects designated as **compulsory for Malaysian students**. All Malaysian nationals study **Bahasa Malaysia**, while **Mandarin** is compulsory for all students at the school, whether as a first or second language. **Islamic Studies** is also offered to students of the Islamic faith, with Malaysian Studies offered to all students. All students throughout the school also attend an assembly each week.

Cambridge IGCSE (Years 10 and 11) is the world's most popular international curriculum for 14-16 year olds, leading to globally recognised and valued Cambridge IGCSE qualifications. It incorporates the best in international education for learners at this level. It develops in line with changing needs, and is regularly updated and extended. Cambridge IGCSE teachers can draw on excellent resources, training and advice from subject experts.

Cambridge IGCSE encourages learner-centred and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learners excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content, mean Cambridge IGCSE is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.

Schools can offer any combination of subjects. Each subject is certificated separately. Over 70 subjects are available, including more than 30 language courses, offering a variety of routes for learners of different abilities.

It is the intention of the school to offer CIE A Levels in the future.

Homework

- **Rationale**

We believe that homework is beneficial to children's learning, assisting them in developing their organisational skills and developing their independent learning strategies.

- **Aims**

Homework should:

- Develop a strong foundation on which to build future study skills;
- Reinforce and extend the knowledge and skills acquired in class;
- Develop organisational and time management skills;
- Develop children's self-discipline and establish good study routines;
- Allow children to select and use resources, not always available in school.

- **Guidelines**

Teachers will prepare homework that is closely connected to what the children are learning in their classrooms.

Teachers will set a variety of tasks, which will enhance learning, promote independent enquiry and recognise individual learning styles. This will include preparation, practice, creativity and extension work.

The homework set will be able to be completed successfully by a majority of children without adult assistance or supervision. Modified homework will be available for a small number of children who require it. However, in KS1 children are often set homework games or reading activities that need adult / child interaction.

Teachers will fully inform children and parents of homework

expectations. Teachers will provide regular feedback to the child.

- **Expected Time and Content**

This is a guide to the amount of time and kinds of activities the children will be doing. They **will not** have every activity every night although the younger children will, in all probability, have a reading related activity. Some children may spend a little longer on an activity. Some children may spend a little longer on an activity. However, this should not be more than 5 or 10 minutes. If your child is taking a long time to complete their homework please inform the teacher. You will be informed of their homework in the Students Planner.

Reception	10 minutes per night Reading activities e.g. flash cards, worksheets (occasional maths/drawing/handwriting activities).
Year 1	15 minutes per night Reading and writing activities; spelling and phonics; handwriting/ drawing; maths.
Year 2	20 minutes per night Reading and writing activities; spelling and phonics; handwriting; maths.
Year 3	25 minutes per night Reading and writing activities; spelling reinforcing spelling patterns; maths; topic related work.
Year 4	30 minutes per night Reading and writing activities; spelling reinforcing spelling patterns; maths; topic related work.
Year 5	40 minutes per night Reading – variety of purposes with related written work; spelling reinforcing spelling rules and/or exceptions; English exercises – grammar, creative writing etc. maths; topic – research and presentation.
Year 6	Up to 60 minutes per night reading – variety of purposes with related written work; spelling reinforcing spelling rules; and/or exceptions; English exercises – grammar, creative writing etc. Maths; topic – research and presentation.
Secondary	All secondary will receive a Homework Timetable, with usually two subjects minimum per evening. Time allocation: Key Stage 3 (Years 7-9) 60-90 minutes Key Stage 4 (Years 10-11) 90-120 minutes

The Role of the Parent

Teachers and parents need to work together to ensure that children meet the objectives of the set homework. Parents can do this by:

- Motivating and supporting their child;
- Establishing a proper study area where it is quiet and there are no distractions;
- Providing the resources, they require e.g. pencils, erasers, paper;
- Establishing a set time each day for homework to be completed for younger children and, for older children, helping them set their own times and keep to this timetable;
- Helping your child develop basic organisational skills such as recognising priorities and working to deadlines;
- Completing entries in the Home-School book to inform the teacher of any unusual circumstances or problems encountered by the child.

Supporting Primary Homework Tasks

Listening to children read

Reception, Year 1, Year 2

Much of the homework for younger children involves parents helping children with reading.

You can help your child by:

- Keeping sessions short and regular;
- Building your child's confidence by offering lots of praise and encouragement. Rather than pointing out that an answer is wrong, you could say, "You are almost right. Let's try again together!"
- Encouraging your child to see how reading can be useful (finding out information, following instructions) and enjoyable (reading a story);
- Asking your child questions about the text to be sure that they have understood what they have read;
- Acting as a model for your child. Let your child see you reading for a variety of purposes, including enjoyment.
- Read your child a bedtime story.

Years 3, 4, 5, 6

At this stage children are developing further reading skills and parent involvement can help them develop these.

You can help your child by:

- Keeping reading sessions short and regular;
- Encouraging them to read before going to sleep;
- Making sure your child knows the purpose for their reading e.g. finding information, pleasure, skimming for essential elements etc.
- Encouraging your child to ask for help, but give this by asking questions rather than telling the answer;
- Asking your child to show you what they have done or to give a brief summary of a story;
- Pointing out mistakes briefly and praising what they have got right;
- Remembering fluent reading comes with practice;
- Letting your children see you read for different purposes.

Helping with Spelling

Year 1, Year 2

You can help your child by:

- Building your child's confidence by offering lots of praise and encouragement, rather than simply pointing out their mistakes you could say, "You were almost right, let's try it again together"
- Making the exercises into an enjoyable challenge, rather than a chore. Make it into a game e.g. cut the words up into individual letters or letter strings and ask your child to remake the words, write the word with a missing letter or letter string and ask your child to fill in the gap etc.
- Encouraging your child to **Look** at the word, **Copy** it, **Cover** it up and then attempt to **Write** it. They can then **Check** to see if it is correct, and alter it if necessary;
- Encouraging your child to write a word down as writing often helps imprint it on your child's memory;
- Encouraging your child to listen carefully to the pronunciation of a word stressing the beginning, middle and end sounds;
- Helping your child to extend their learning by looking at words that are spelt in a similar way.

Years 3, 4, 5, 6

You can help your child by:

- Encouraging them to practice the **Look-Copy-Cover-Write-Check** technique. This helps them develop a visual memory;
- Encouraging your child to keep a spelling notebook of words they get wrong at school, and to learn these using the same technique;
- Helping them recognise letter strings and patterns in words;
- Giving them access to dictionaries and a thesaurus to check words;
- Praising their efforts and success.

Children from Year 1 to Year 6 will have regular spelling tests – usually weekly.

Helping your child with Mathematics

Children’s mathematics homework helps them practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies and to prepare for their future learning.

Year 1 and Year 2

You can help your child by:

- Showing an interest in what they are doing and being involved in the exercises and games;
- Encouraging them to talk about what they have been doing and what they are going to do next;
- Helping them to use things around the home to assist with their mathematics e.g., ordering cups by size, looking for shapes around the house, counting stairs etc.;
- Praising their efforts and building their confidence. Rather than simply pointing out that an answer is wrong, you could say, “You were almost right. Let’s try again together”;
- Buying your child’s mathematical games and software to practise their skills.

Years 3, 4, 5, 6

You can help your child by:

- Showing an interest in what they are doing;
- Providing them with games and software to help practice their skills;
- Encouraging them to discuss their mathematical strategies for solving problems, helping them to clarify the process needed;

- Helping them to learn the multiplication tables and showing them how to apply these in different situations by asking questions;
- Allowing them to use a calculator or any other mathematical tool for checking their answers;
- Pointing out the uses for mathematics in the world around them;
- Ask “real life” mathematics questions e.g., “How much change should I get...?”

School Learning Platform (Class Dojo)

The school shall use a web based, free learning platform for the school community to collaborate in improving student performance and increasing levels of home-school communication.

Class Dojo is a secure, social learning platform for teachers, students, schools and districts. It provides a safe and easy way for your child’s class to connect and collaborate, share content and access homework, grades and school notices. It helps educators harness the power of social media to customise the classroom for each and every learner.

You and your child shall be given secure passwords, policies and instructions upon your arrival at school and be expected to participate actively. This shall be a major tool within the academic function of the school.

Marking and Assessment

You will receive regular feedback on your children’s progress in both oral and written form. Full written reports are issued in December and June and these are designed to give clear feedback on current progress and advice for the future. There are also three Parents’ Meetings each school year at which you will have the opportunity to discuss your children’s progress. There are also two short progress reports published around October and March. However, our system of continuous assessment and regular internal review means that staff will always have a clear picture of students’ progress. If Form Teachers have any concerns they will be in touch so that any issues can be dealt with in a timely fashion.

Assessment is a powerful and effective tool in the teacher’s armoury because most students want to please and so positive and constructive feedback can be a powerful motivator. All work which students produce will be marked in accordance with the whole school marking policy. The aims are:

- To provide feedback to students about their progress and attainment and assist students to see how their work can be improved and developed.
- To provide visible and readily available feedback to parents with regard to their child’s attainment and progress.
- To enhance and promote students’ learning and attainment as part of our ‘assessment for learning’ processes.
- To provide staff with information for future planning
- To assist with establishing suitably high expectations for each student and encourage and value students’ work within the school.

Class work, homework and coursework, written, oral or practical class work are marked and the results are recorded. The style of marking will develop from mostly oral with the youngest students to mostly written and returned later for the older students. The symbols and stamps used for marking are shown in the student planner.

Any of the various types of work produced by students are marked and the results are recorded. The style of marking will develop from mostly oral with the youngest students to mostly written, where appropriate, for the older students.

OR

EAL Support

We recognise that some of the children in our school have limited experience of English. These children receive regular support from all teachers. Initially, the children may be withdrawn from the class for certain sessions and receive individual/ small group attention to improve their English language and communication skills. This service is chargeable in a monthly fee.

As they gain confidence they are given support in the classroom to help them understand class activities, discussions and carry out any related work.

Our aim is to help the child to develop the confidence, vocabulary and skills to enable them to work alongside their peers and to participate fully in class activities.

Children may also be accepted into school on a contractual basis, with compulsory remedial sessions conducted by EAL providers outside of school. Please see the admissions section for reference.

In addition, after school English classes may be prescribed at a monthly fee of RM300 per student on Monday, Tuesday and Thursday, 3.30pm till 4.30pm. This decision is binding and withdrawal from EAL classes is at the discretion of the Principal. These classes are available to certain ages only according to demand and the availability of staff.

Learning Support

Children with Special Educational Needs, both 'slow learners' and 'high fliers,' are catered for by a differentiated curriculum. Activities are matched to the child's abilities and all children are expected to meet challenges with confidence. This means that some children may be working at a lower or higher level than the other children in the class.

Class sizes are small, thus enabling children to receive individual attention as and when required. As the school grows, it is the intention to employ teaching assistants for each Primary class as needed.

Parents will be consulted if a child is experiencing particular difficulties and an Individual Education Plan may be written for the child to address their specific needs.

THE PASTORAL PROGRAMME

The Form Tutor

Each form has a form tutor which is a key appointment at SIS. The tutor oversees the student's academic and extra-curricular progress on a regular basis, and, although he or she may not necessarily give the advice himself or herself, will often point the student towards the appropriate person. The tutor should know the students in his or her tutor group, what they do both in and out of school and show an interest in their collective well-being. He or she may need to take the initiative if problems arise - in cases of bullying, for example, or when there are other emotional/psychological problems.

The form tutor is a member of the academic staff and is the first person to whom parents or students turn for contact and advice. If a concern needs further discussion, then the tutor will always discuss the matter with the relevant member of school.

The House System

All students, parents and staff belong to one of four Houses and students will develop strong ties to their House. The choice of which house a student joins will be made at admissions by the admissions officer who takes into consideration overall numbers and gender split. During the course of the year there will be a variety of inter House competitions and these competitions will be variously academic, artistic and sporting. These competitions will be both horizontally and vertically organised so that ties across all age groups are developed. All students will have opportunities to represent their Houses on various occasions and all competitions will contribute towards the overall inter House Cup. Students can also earn house points throughout the course of the year to determine who wins the House Cup.

Assemblies

Each week there will be an Assembly which provides an opportunity for whole sections of the school to come together. The Principal or Vice-Principal will lead the Assembly but shall also ask other staff and students to share responsibility. These Assemblies are wide ranging. They provide an opportunity to discuss the school's core values with the students, to explore topics of interest, to set the background for whole school projects or fundraising initiatives, for a particular form to present some work which it has been doing and so on. They also present an opportunity for all students to share and celebrate success in all areas of school life. In short, they help to nourish a collective ethos for the school.

Counselling

It is the belief of the school that all staff share the task of counselling students and that items such as discipline do not fall to one specific member of staff. The form tutor is the key position, however, and there are also members of staff who have specific training in counselling who can be used where appropriate. We have a counsellor on site who is available to conduct counselling sessions for our students.

Sensitive Issues

It should be understood that all sensitive issues are dealt with in a discrete and professional manner by all staff. However, it must also be recognised that staff cannot make promises to keep disclosure items secret. All members of staff can be approached by a student wishing to talk to someone. They shall all be given internal training as to what to do in such a situation which is in accordance to school policy and expectations.

Leadership

Students are provided with opportunities for responsibility in a number of ways. All Form Teachers will have a rota of daily or weekly jobs which will be shared out amongst the students and periodically they will use students as messengers. Students may stand for election to The School Council as the representative of their form and senior students in the school are eligible for election as House Captains or Prefects. This latter role will give them various responsibilities, including greeting visitors on public occasions such as concerts and Speech Day. The school shall also seek active opportunities to develop leadership for all through the field work programme and outside agencies visiting the school. All children should get leadership opportunities each year.

Community Responsibility

Non Mihi, Non Tibi, Sed Nobis – Not for me, Not for you, but for Us....

The motto of the school reflects the mission of our education, which is to develop in our students a sense of community spirit that enables them to become well rounded citizens. Community responsibility allows students to develop compassion and a sense of belonging. It is the cornerstone of an education at SIS.

Community work exists in many ways at the school and takes form in various activities, indeed, a service minded activity is compulsory within the co-curricular programme. Opportunities will be developed that allow students to continually be involved in an education that provides cultural awareness, a sense of self and their place within communities, as well as hands-on opportunities to conduct service.

Charitable Opportunities

The aims of any charity work in the school are:

1. To raise money for a cause so that it has a maximum impact upon our *local* community.
2. To develop learning opportunities for our students through charity work.
3. For students, in the ethos of the school, to “learn while doing”, and not just be passive fundraisers.
4. For charity work to be a continual process and be returned upon year after year.

Through our charity work we aim to give our students the opportunity to display compassion, community and ethics. Key to this is making it personal, developing links with charitable organisations, specific institutions and even the people who are the target of our charity.

By doing this, the students become much more aware of why they are raising money, and can much more successfully develop their sense of morality.

The charity work of the school also looks to give our students learning opportunities and to fulfil their service expectations at the school, which shall be reported upon. Long term links with locally accessible hospitals, schools and charities, give our students the opportunity to fulfil those service based learning objectives which are so crucial to their school life at SIS. Parents are also more than welcome to become involved as members of our community.

SCHOOL LIFE

ICT Policy

ICT is delivered as a discrete subject to all students in the school from Reception upwards.

Aims of ICT:

- to enhance and enrich each area of the curriculum.
- to be integrated seamlessly into the learning process.
- to give increasing independence to all learners.
- to be potentially used for each stage of the teaching process, from preparation and delivery to assessment and recording.
- to continually develop skills of all students and staff.

Specifics

1. No software of any type (Game, Program, Application, Utility) other than that already available on the school system may be used or stored on the school computer system.
2. No computer should be disconnected from the network at any time.
3. No other computer should be connected to the computer network without the permission of a member of the I.C.T. department.
4. The production, use, copying, downloading, printing or production of any image which may be deemed as offensive is strictly forbidden.
5. Any action of file manipulation which may be regarded as “hacking”, such as file searching or attempted access to personal areas is strictly forbidden.

Internet Safety and Acceptable Usage

At SIS, it will be deemed that use of the Internet will constitute an educational purpose, and that use therefore must be appropriate, relevant to duty, and mindful of security disciplines. Any information downloaded must be respectful of copyright, property rights and privacy. Information downloaded is stored in the cache of the system, therefore can potentially be observed by a third party. Information uploaded must be mindful of confidentiality and data security.

Downloading of offensive or explicit material, unlicensed software or software for personal use at all times is unacceptable. Offensive sites that escape a block by the filtering application or firewall must be reported to the Principal or ICT Co-ordinator.

Effort should be made to ensure sites visited are clean, thus avoiding the download into our system of any virus.

Children working on the internet should be clearly guided to the purpose of their activity. At times research may involve following blind links, so careful monitoring and quick intervention should be prepared for. When practical, likely links should be pre-investigated. Public domain pictures can be copied and pasted, and short texts for reference can be downloaded, but pasting large unedited text into own work should be discouraged.

Children should have the nature of the internet explained in age appropriate terms at the beginning of each year, with on-going reminders. This will be done in ICT lessons for all children.

Children's work published to the web should have only first names as an identifier. Where identifiable faces appear in pictures, no names should be attached. Exceptions are only permitted with written parental consent.

Mobile Phones

Students are not allowed to have mobile phones with them during the day. However, we do recognise that many of our students travel to school by school bus or with a driver and that consequently some parents like their children to have a phone for the journey. If that is the case, then the phone must be handed in to the Teachers on arrival and it may be collected again at the end of the day. Otherwise they must be switched off, placed in bags and not seen during the school day. Phones which are found in students' possession during the day are liable to confiscation. They are also brought into school at the risk of the owner, and the school cannot be held liable in case of loss, damage or theft.

English as a Common Language

SIS is a multicultural and multinational school and therefore, as such, requires a common language in order to promote understanding and increase learning. To this end, the school is an educational establishment that uses English as its means of instruction. Also, it promotes the usage of English as a common language throughout the school both within the classroom, corridors or playgrounds. SIS expects all of its community, no matter what their nationality, to communicate in English whenever possible, even if talking to a person who speaks the same native language. Failure to do so means that the ethos of the school is being disregarded, which may result in further action for those who continue to not use English as a common language.

Mother tongue, however, is still valued within the school. Both Mandarin and Bahasa Malaysia are taught and students will have plenty of opportunities to celebrate their mother tongue and practice it through discrete lessons. However, this will be organised by the school at particular times within the timetable. At other times, it is the expectation that English is used.

The Library and Improving Literacy

Reading Books

The Primary School uses the Oxford Reading Tree (ORT) scheme to teach children both how to read and to develop a love for books. The scheme is progressive and begins from Nursery, continuing to Year Six. All children in the Primary School will partake in the scheme at the level most suitable for them.

Library Books

Every child in the school may borrow a library book, fiction or non-fiction. The book will be checked out and the borrower is responsible for its return in good condition. **A replacement charge will be levied on lost or damaged books.**

The books are 'on loan' for a period to be determined by the librarian but children may keep the books for a longer period by checking them out again on the due date.

Academic Honesty

At SIS we value honesty and academic integrity. We encourage all students to conduct themselves in a responsible way. SIS believes that academic and personal honesty are extremely important and are a fundamental part of a student's education. SIS expects that students will demonstrate academic honesty at all times. Academic dishonesty is generally defined as cheating and the school will discipline students appropriately.

Definitions of academic dishonesty

Plagiarism – this is taking ideas or anything that has been produced by somebody else and claiming it is your own work. Any material that comes from another source must be credited using the school referencing policy.

Cheating – this includes using another student's work and claiming it as your own, communicating with another candidate in a test or exam, bringing unauthorised material into an exam room and consulting such material during an exam, or gaining unauthorised access to exam papers.

Duplication – it is forbidden to submit the same piece of work for more than one assessment.

Fabrication – all data which is presented by students must be authentic and original.

Collusion – helping another student to be academically dishonest.

The role of tutors and parents

Students should show the above guidelines to parents or tutors who help them with their work. It is important that a student and his/her tutor take joint responsibility for the authenticity of any school assignment on which they work together. The students themselves must come up with the initial ideas and written work. The tutor's role is only to comment on the student's ideas and written work. Any assignment which is more the work of the tutor than of the student is unacceptable.

Preventing Academic Dishonesty

SIS will prevent academic dishonesty in the following ways:

- Using computer technology to find out whether students have copied something directly from the Internet.
- Sending student work to external bodies for checking.
- Teachers discussing students' work with each other.

Students can prevent academic dishonesty in the following ways:

- It is OK to use ideas from someone else as long as you give that person credit for those ideas. Make sure always to credit where you got the information you are using.
- When you do research keep good records of where you have found the information you will use.
- Always include a list of references at the end of a project or piece of assessed work.
- It is recommended that students keep all rough notes and drafts that they produce in order to be able to defend themselves against any possible charges of academic dishonesty.

Procedures for dealing with Academic Dishonesty

Investigation

If a member of staff suspects that a student has breached the school's Academic Honesty Policy they will inform the relevant school coordinator. They will investigate the matter and the student will be informed. The student will then be given the chance to reply to the accusations and if the student is found not guilty of dishonesty then no record will be made. If, on the other hand, it *can* be shown that inappropriate work has been submitted then the school will impose an appropriate sanction.

Consequences

There are very serious consequences imposed by CIE and the school. Students who are found to have submitted plagiarised or dishonestly produced academic work assessed by these bodies will fail to receive a grade in the subject concerned and may be disqualified from all subject examinations. Additionally, in serious cases, the school may begin internal sanction procedures.

THE CO-CURRICULAR PROGRAMME

Activities

These activities are an integral part of the school programme. They extend the educational and recreational opportunities for the children. The activities are held after the normal school day from 3:00pm until 4:00pm. These activities are invaluable in developing interpersonal skills, independence and confidence etc., outside the structured classroom.

A full list of the activities offered (and any restrictions due to age or numbers) will be given each term, normally within two weeks of the start of the term. Some clubs may have a charge to cover costs of the outside specialist provider. Activities are organised with themes in order to promote breadth of experience; the themes shall be based upon physical exercise, creativity, international mindedness and community.

Events

A list of school events can be found on the website at the beginning of each term. Parents will also be notified of updates via email and letters. The calendar of events is subject to change at any time.

Challenge Week

SIS, as part of its ethos, believes in an **IDEALS** based education (**I**nternationalism, **D**emocracy, **E**nvironment, **A**dventure, **L**eadership and **S**ervice) as promoted by the Round Square Organisation, to which it aims to become a member in future years.

Indeed, such is the importance of these IDEALS that the school shall be including them on your child's end of year academic report, as well as their official school transcripts. It is therefore vital that your child demonstrates participation in these IDEALS.

To give all the students the chance to participate and show completion of the IDEALS, the school shall organise a Challenge Week, which shall enrich your child's education and provide the basis of evidence that shall be used in the reports and transcripts.

The whole school, depending upon age, shall be away during this week, completing elements of international mindedness, environmental awareness, adventure, leadership and service. They are not holidays, but a vital part of an international school curriculum. There shall be no lessons at school for this period. This week is exceptionally important and reflects an approach that all top international schools take.

It is absolutely vital that your child attends the IDEALS week, so that reports and transcripts can be successfully completed. To this end, it is part of the admissions agreement and all students are expected to attend as a compulsory out of school learning experience. There shall be a fee for this, and parents will be kept informed well in advance about what the anticipated cost shall be. (This can be between RM2,000-RM3,000 for residential trips for Year 5 and above.)

Trips

There will be other opportunities throughout the school year, and across a variety of subjects, to attend off-site activities and field trips. These however, although encouraged, would not be compulsory. Again, plenty of advance notice will be given.

Getting Involved

Parents are welcome!

Having parents support school functions like a class assembly or various performances is great to see! So how else can you get involved?

- Parents can help in their child's class for 'one-off' events or on-going projects such as the class topic work. If you want to help, please contact the class teacher.
- Parents may also help in the library. Please contact the librarian to talk to her about how you can help.
- Having parent helpers in for co-curricular activities means that we can utilise expertise for specific projects and it ensures that we have extra pairs of eyes on events such as field trips. If you would like to help in the class, with a project or on a field trip, simply contact the relevant teacher.
- Help with school events such as fun day, international week and mother tongue day.
- Be proactive and come in to support school events and performances.

RULES, REWARDS AND DISCIPLINE

The 'Straits Way'

Students at SIS are expected to demonstrate hard work and effort in all that they do. They are proactive participants rather than passengers. SIS students demonstrate an ethos of community through a caring attitude which shows respect for our school and all those who work within it. They seek to give back to their community through service and leave our school as well-rounded, well-qualified young people prepared for the challenges that await them.

Our Expectations from Students

- To behave appropriately at all times.
- To show respect for people and property.
- To conform to school uniform requirements.
- To arrive to class punctually and prepared.
- To participate actively in learning.
- To complete homework on time and to a good standard.
- To have a positive attitude.
- To be responsible and honest.
- To strive for school unity.
- To use appropriate language speaking English at all times.
- To respect the school charter.
- To lead by example.

What Students can expect from us

- A professional teaching staff who set a good example in terms of professional knowledge, general behaviour and standards of dress.
- School policies and procedures will be applied fairly and consistently.
- Staff are available to listen, counsel or provide information on academic or pastoral matters at any time.

Praise and Encouragement

Positive behaviour policy

Reward	Awarded for	Recognition	Time frame
House points	<ul style="list-style-type: none"> • Homework excellence. • Classwork excellence. • Social acts worthy of recognition. 	House points to be published weekly in a league table and counted towards pastoral awards.	Ongoing
Pastoral awards	<ul style="list-style-type: none"> • Top placing in house point table. • Outstanding achiever. • Most improved. • Best in Form award. 	Recognised during prize assembly. Certificate given out.	Termly
Academic awards	Excellent student award in each subject.	Recognised during prize assembly. Certificates given out.	Termly

Inappropriate Behaviour and Sanctions

Our school's code of conduct aims to achieve a positive atmosphere in which more time is spent on teaching and learning. We recognise that the school has a critical role to play in developing self-discipline in students. We aim to establish acceptable patterns of behaviour and to encourage students to develop a sense of responsibility, self-respect, and a respect for other people, property and the environment.

It is essential for parents and school to work in partnership so that the values encouraged by home and school are mutually reinforced.

Inappropriate behaviour and consequences

Each incident will be dealt with on an individual basis. The following table is not exhaustive, but serves as a useful indication of the types of behaviour considered inappropriate, and the possible consequences. The student planner provides specific details of consequences at both the Primary and Secondary level.

	Behaviour	Consequence
Level One	One off events	
	Late arrival at school	Contact with home.
	Not wearing proper school uniform	Contact with home.
	No homework or a lack of effort in class	Lost time to be made up. Record made.

	Behaviour	Consequence
Level Two	Repeated level one behaviours	Pastoral team informed. Parents contacted.
	Rudeness	Detention. Pastoral team informed and record made.
	Bus misconduct	Warning letter sent home.
	Inappropriate language	Detention. Record made and parents contacted.

	Behaviour	Consequence
Level Three	Repeated level two behaviours	Parents asked to come to school. Principal informed. Contract made.
	Falsifying a parental note	In school suspension.
	Copying work, plagiarism or cheating	Zero scored. Detention. Record made and letter sent home.
	Severe disrespect towards a teacher	In school suspension.
	Smoking or possessing tobacco	In school suspension.
	Possessing alcohol or mind altering substances	Expulsion.
	Stealing	In school suspension.
	Vandalism	Payment for repairs or replacement and in school suspension.
	Truancy	Principal and Parents informed. In school suspension.
	Bullying or fighting	In school suspension.
	Racism	In school suspension.

* This acts as a guide, for the discretion of school staff.

Discipline issues are at the discretion of the Principal, as stated in the Admissions Agreement. All level three sanctions involve the Principal. Parents will be contacted and if these behaviours persist, a behavioural contract will be amongst the options considered.

Unauthorised items

These items will be confiscated if found during school time. The school will not be held responsible for items lost, missing or damaged at school.

- Mobile phones.
- Ipods, radios or other electrical devices.
- Personal game systems.
- Roller skates, roller blades or skateboards.

Forbidden items

These items must not be brought to school. Failure to adhere will result in consequences outlined within the school behavioural policy.

- Real or imitation weapons.
- Mind altering substances.
- Dangerous substances of any description.
- Offensive or obscene material.

BULLYING POLICY

Defining Bullying and Recognition

Bullying is defined by the Oxford English Dictionary as:

“Using strength or power to hurt or coerce others by intimidation”.

Bullying happens when one or more people use physical, verbal, emotional or psychological means to hurt others in a premeditated way. Bullying may be linked to racist or sexist issues and, more recently, the use of the internet and mobile phones ('cyber bullying').

Every school will experience incidents of bullying at some time, and our school is no exception. However, bullying has no place at SIS and will not be tolerated.

How can bullying be recognised?

Bullies tend to be assertive and aggressive. However, this is not always the case as bullying can also happen in subtle, insidious ways. Bullies also tend to be lacking in empathy or guilt. It is important to note that bullies may themselves be victims, or feel socially inadequate in other ways.

It is sometimes difficult to spot victims of bullying, as they can be skilled at putting a brave face on their suffering. However, some common signs may be:

- Poor work
- Feigned illness
- Attention-seeking behaviour towards adults
- Bed-wetting
- An unwillingness to socialise during free time

Strategies

1. Students are urged to share their problems with other students and preferably report bullying incidents to staff.
2. Silence is a bully's best friend so we are a "telling school". We encourage children to speak up for themselves and, very importantly, for their friends. Recent research into bullying has shown that when a bystander intervenes to question the bully's behaviour, the bullying stops at once in over 80% of cases.
3. The bullying behaviour or threats of bullying will be investigated and strategies put in place to stop the bullying quickly. One member of staff will be responsible for co-ordinating the approach. This will normally be a child's Form Teacher or the Tutor, guided by the Principal or other member of the Senior Leadership Team.
4. The process of dealing with the bullying will include talking to the perpetrator about his or her behaviour; explaining why it was unacceptable and the reasons it has had the consequences it has; and explaining what will happen should the bullying recur.
5. If felt appropriate, sanctions may be applied, especially in the case of a repeat offence.
6. If felt appropriate, the situation may be sensitively discussed with other students, especially if it is felt their behaviour, active or passive, intentional or unintentional, augmented the effect of the bully's actions.
7. All cases of bullying will be recorded. The record will include the type or types of bullying identified.
8. In serious cases, parents will be informed and asked to come to a meeting to discuss the problem.
9. An attempt will be made to help the bully (or bullies) change their behaviour.
10. All incidence of bullying are logged on a student's school file.

Prevention

The School works to minimise the incidence of bullying by raising awareness amongst the children:

- In assemblies through discussion, video, role play etc.
- Through the curriculum e.g., in PSHE (Personal, Social & Health Education), English and other lessons.
- Through discussion in form groups.
- The establishment of a community ethos where bullying is unacceptable.
- Each Year Group from Year 1 upwards will have a unit of ICT on e-safety every Year.

Parents also have a role to play and we would ask you to support our approach. If you have concerns about possible bullying or would welcome a chance to discuss the issue generally, please do feel free to speak to your child's form teacher at any time.

What to do...

If you believe your child (or any other) is being bullied

Let your child's Form Tutor know about your concerns as soon as you can. The School's response to possible bullying will then be initiated. Please be patient, though: the teacher and his/ her colleagues will need to follow up and ensure there is a proper understanding of what is happening. The Form Teacher, the Tutor or a senior colleague will keep in touch with you during this process.

Be supportive of your child and please avoid over-reacting towards the possible bully. The school needs to be able to get to the root of the problem. This requires the cooperation of all parties.

If your child is accused of bullying

Such an accusation may come as a tremendous shock to you. You are likely to feel very defensive about the situation and it may seem highly unlikely that your son or daughter could be bullying another child.

Please be patient. The School will try to unravel what is going on and, if it seems likely that your child has adopted bullying behaviour, we will try to establish what has caused this. The Form Tutor and/ or senior colleagues will work with you and your child to address the causes and to improve behaviour.

It would be unusual for a child not to respond to the support and guidance given. Most children can learn how to make proper friendships and how to avoid hurting others. They will put events behind them.

However, in a very rare case where the level of bullying is severe, the level of sanction applied by the School must take account of this – bullying has no place at SIS.

If your child witnesses bullying

Ask them to tell their teacher or another adult at the school. All incidents will be managed professionally, formally and sensitively.

HEALTH AND SAFETY

Our aim is to ensure that the premises, equipment, materials and systems are made and kept safe and without risk to people using them. We aim to ensure that all people on the School site have an active, effective and positive attitude towards health and safety.

The school is a no smoking and smoking is not permitted in school buildings or on school transport.

Alarms and Drills

The fire alarm is a continuous bell. A fire drill is held towards the beginning of every term and we will usually try and do this when there are no visitors in school. However, should the alarm sound whilst you are in the building you must leave with everyone else.

On hearing the fire alarm **all** occupants of the school should walk quickly and silently, using fire exits where indicated, to the muster point. Students are required to line up in forms and form tutors will check numbers and call names using their register. Staff and other employees will be checked in by the HR department. Visitors should line up next to the staff.

ID Cards and Campus Security

All students are to be issued a card which allows them access to school and to purchase particular school goods. Parents can have money placed on them at the School Office for use in the canteen. SIS has also employed a security team 24 hours a day to monitor the school site.

Maids, Nannies and Drivers

No child will be allowed to leave the premises at the end of the day without an authorised adult holding the school issued pick up card. Please ensure that the school is informed of any changes relating to the designated adult responsible for collecting the children. Maids, nannies and drivers cannot wait on school premises during the school day.

Transport

There is a private bus service provider that runs routes many routes within the KL/Klang Valley area. Parents dropping their children off at the school must remember that they are members of the school community and remain courteous, polite and patient whilst driving. Any abuse directed at members of staff or other members of the community will not be tolerated and may jeopardise a child's place at the school. Most importantly, safety is our concern, and all vehicles must adhere to law and drive particularly carefully around the school site. Parents must ensure that drivers understand expectations as they will be held accountable ultimately.

Medical Assistance

Parents of every student are required to complete a medical record, which is kept in each student's file. **It is most important that parents inform the school office of any change in a child's medical circumstances, supported by medical notes from doctors and an emergency plan. Failure to do so negates any responsibility held by the School.**

All staff at the school undergoes first aid training.

The medical room is situated on the first floor of the school campus. Parents will be informed immediately if a student is deemed too unwell to continue in lessons. The school nurse will treat injuries and illnesses which are within the school resources and all treatments will be recorded in the school's medical records. An ambulance will be called for serious cases which require emergency assistance parents will be informed. If parents are unavailable a member of staff will accompany any student who needs to go to hospital, taking the student's school medical record for reference by hospital personnel.

Medication will not be given by the school without the express authority of a parent in the Admission Agreement. In case of emergency, telephone permissions shall be sought.

Please note that head lice (pediculosis) occur even in the cleanest of households so a thorough check of your child's hair before he/she returns to school would be a useful preventative measure. All children should have a comb or brush in school (in their kit bag). Medical advice is that regular shampooing, conditioning and combing of hair helps to keep head lice at bay.

Hygiene and Infection Prevention

All students in school are encouraged to maintain good personal hygiene, including the washing of hands and maintenance of personal standards and cleanliness. Lockers are regularly cleaned out and the school hires cleaning staff to continuously maintain the school site.

In the event that your child is sick, or is showing signs of illness, we would respectfully ask that they are kept at home in order not to infect others.

Valuables and Lockers

Lockers shall be provided to children once a deposit has been paid, which shall be returned given no loss or damage to the locker and its key. These lockers should be kept clean and no food or drinks are expected to be kept within them. They are for books and associated texts and no valuables, such as jewellery, money or electronics, should be kept within them – they can be handed in for safe keeping at the reception.

Lost Property

Lost property can be handed in or claimed at the Reception Desk.

CHILD PROTECTION

SIS strives to be a school where children are nurtured, valued, happy and safe. Any Child Protection concerns are dealt with very seriously. All concerns are logged and reviewed through the Principal.

Please note that we are sensitive to some parents' wishes that their children should not appear in any school photos that might appear in the public domain (e.g., on the school website, in the local paper, etc.). Therefore, if you do not want your child's photo to appear in the public domain, please inform the Principal in writing. Failure to notify the school shall be committed as permission to publish.

Our Aims

Our policy applies to all staff and adults working in the School. The main elements to our policy are:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting any students who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children feel secure, learn, are encouraged to talk and are listened to.
- Contributing to the well-being of children by securing their protection from abuse, in partnership with parents, enabling them to maximise their parental responsibility (except where to do so would be inconsistent with the duty to safeguard and promote the welfare of the child).
- Working closely with other agencies as necessary. Ensuring that all staff are aware of the different forms of abuse and the correct procedures to follow if abuse is suspected.

We recognise that because of the day to day contact with children, School staff are well placed to observe the outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the School whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in the lives of children at risk. When at School their behaviour may be challenging and defiant or they may be withdrawn. The School will endeavour to support the student through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- Ensuring that students know that some behaviour is unacceptable
- Liaison with other agencies that support students.

Our Child Protection Policy is monitored by regular reviews from the School Leadership Team. It is reviewed annually to ensure it is effective and in line with latest and best practice and all staff work within its guidelines.

UNIFORM

School Uniform

Children are expected to wear School uniform every day. All uniform items, including PE uniform and House T Shirt (except shoes) are available at the school's book store. The uniform is practical to wear, competitively priced and a means of demonstrating our individual identity to the community at large. Wearing the uniform should be a matter of pride for all our children.

Children should always wear school hats when they are outside to protect them from the sun. SIS has a "no hat – no PE/play" policy.

Children must wear their PE kit for any physical activity and it is their responsibility to ensure it is brought to school for these sessions. They require sports shoes for outdoor PE. The class teacher will inform you of the PE timetable. Children will change back into school uniform after PE lessons. On Fridays, children are encouraged to wear their House shirt to foster pride in the School and our House system.

Footwear

All students are to wear **all** black shoes. Children in the younger years, from Reception to Year 2, can wear shoes with Velcro style fasteners. Sneakers / Sports shoes / Crocs are not permitted.

Uniform Policy

Uniform should be clean and tidy at all times and it should be worn in full and not in conjunction with other home clothing items. All children wear flat soled black shoes which should be properly polished. **Shirts remain tucked in at all times.**

No jewellery is permitted and this includes friendship bands. Girls may wear one pair of discreet stud earrings but these must be removed for PE and Games. Girls' hair may be kept long or short but if long, i.e., below the shoulders, it must be tied back. Boys' hair should be cut to a conventional style. It should not be combed with any colouring or gel.

It is particularly important that all uniform items are named so that lost property can be reunited with its owner quickly. Any lost property which is found will be placed in the lost property cupboards at the School's Reception.

School Bags

School bags can be bought from the Uniform/Book store and is standard across the school. No other bags are to be used. This also applies to library book (waterproof bags) and PE bags.

Whilst students are encouraged to be prepared for lessons by carrying an appropriate selection of books and equipment it is important that they ensure their bags do not contain unnecessary materials and thus place an unhealthy one-sided weight on their shoulders.

RESOURCES

Texts and Exercise Books

Text Books and Exercise Books

All text books are provided by our supplier and purchased by the parents from them directly. Most of the books are purchased from the United Kingdom to meet the needs of the British and Cambridge Curriculums. Similarly, at Secondary level, for courses leading to IGCSE (University of Cambridge 'International General Certificate of Secondary Education'), most books and resources are also purchased from the UK.

There are selections of books which are required as a purchase on behalf of the parents, and others which are kept as school class texts. At the beginning of the school year, each class shall be notified of the texts that parents are required to purchase. It is imperative that these are bought and brought to school on the correct days.

All exercise books, designed specifically for SIS, are to be purchased by the parents. Similarly, a list will be provided. Books and uniform can be purchased from the bookstore on the ground floor of the school building.

Reading Books

The Primary School uses the Oxford Reading Tree (ORT) scheme to teach children both how to read and to develop a love for books. The scheme is progressive and begins from Nursery, continuing to Year Six. All children in the Primary School will partake in the scheme at the level most suitable for them.

Library Books

Every child in the school may borrow a library book, fiction or non-fiction. The book will be checked out and the borrower is responsible for its return in good condition. **A replacement charge will be levied on lost or damaged books.**

The books are 'on loan' for a period to be determined by the librarian but children may keep the books for a longer period by checking them out again on the due date.

When a child leaves the school, they must ensure that all library books and textbooks (apart from parent purchase items) have been returned or settled. If they do not, no final report or record of attendance shall be provided.

Student Planner

A student planner is compulsory for each child and is purchased by the parents. This is perhaps the most vital piece of equipment for all children.

Equipment and Stationery

All students are expected to be fully prepared for lessons with the materials they require. A selection of equipment and stationery is available at the school store.

CANTEEN

Facilities

Our providers' meals are compulsory for all children to consume in school, unless permission is given by the Principal. Students are not to bring food on site. The school operates as a non-pork, non-beef, halal site.

Snacks and Lunch

All students are expected to sit formally for lunch, for a period dictated by the Principal, or staff member in charge of that lunch duty. High regard is placed upon table manners and lunch conversation, with students sat in their Houses.

Under no circumstances should snacks be consumed in classrooms without the permission of staff.

The school promotes healthy lifestyles and good diets. In the future, the school shall work with parents to determine acceptable menus and expectations for the eating habits for our children.

A cashless system for purchase of food and drinks is now in force at the school cafeteria. The student's ID card needs to be topped up appropriately for use during each break. The corresponding cost will be 'swiped' from the card accordingly.

Water

Children are expected to have a bottle of water with them at all times. Water bottles can be refilled in the school canteen.

COMPLAINTS PROCEDURE

Definition

A complaint is an expression of dissatisfaction about a real or perceived problem. It may be made about the school as a whole, about a specific department or an individual member of staff. We do not distinguish between formal and informal complaints. An informal complaint might appear trivial but it can easily escalate and so is afforded the same attention as a more formal complaint.

Procedure

The school prides itself on the quality of the teaching and pastoral care provided to its students. However, if parents do have a complaint, they can expect it to be taken seriously. The School will always try to receive complaints in an open and supportive way. Wherever possible we seek to resolve complaints, anxieties and issues in a positive manner to the satisfaction of all parties.

It is hoped that most complaints and concerns will be resolved quickly and informally. If parents have a complaint, they should normally contact their child's Form Tutor. In many cases, the matter will be resolved immediately. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Principal.

Complaints made directly to the Principal will usually be referred to the relevant Form Tutor unless the Principal deems it appropriate for him to deal with the matter personally.

The Form Tutor will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within a few days or in the event that the Form Tutor and the parent fail to reach a satisfactory resolution on an informal basis then parents will be advised to put their complaint in writing to the Principal. After considering the complaint, the Principal will decide on the appropriate course of action. Please note that we will not rush into a decision. We hope you will appreciate that our response will be "considered".

In most cases the Principal will meet the parents concerned to discuss the matter. If possible, a resolution will be reached at this stage. It may be necessary for the Principal to carry out further investigations. The Principal will keep written records of all meetings and interviews held in relation to the complaint.

Once the Principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Principal will also give reasons for his decision.

Confidentiality

All correspondence, statements and records relating to individual complaints are kept confidential except where a body conducting an inspection requests access to them.

It is hoped that parents and the public will always feel able to complain in person. However, if an anonymous complaint is received it will be recorded in the Complaints Log. The Principal will decide what, if any, action should be taken as the result of such a complaint.

Parent Responsibilities

Parents must provide the documents in full as stated on the Admission Agreement. Any delay or failure to do so will render the child's acceptance null and void.

Parents are at all times bound by the terms of the Admission Agreement, as and when they may change.

GENERAL POLICIES AND CONCLUSIONS

As a new school, Straits International School shall be continuously creating, updating and improving its school policies. Where a policy directly involves the parents we shall seek to consult where appropriate and inform parents of a change in policy.