



**THE SIR JAMES HENDERSON SCHOOL**

**INFORMATION TO PARENTS BOOKLET**  
**INCLUDING POLICIES & PROCEDURES**

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# INFORMATION TO PARENTS BOOKLET INCLUDING POLICIES & PROCEDURES

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# THE SIR JAMES HENDERSON SCHOOL

Sir James Henderson British School was founded in 1969 to serve the needs of the British and International communities of Milan, who require an English medium education. The school is a non profit making association and a member of HMC, ECIS and COBISSEC. It is authorized by the Italian government and by the British government's Department of Education and skills. SJHS is a day school for boys and girls aged from 3 to 18 years.

The programme follows that of schools in the UK and of similar British schools outside the UK. Sir James has a long tradition of academic excellence with an outstanding examination record. Over 30 nationalities are represented by the student body. The school provides a structured programme from nursery to university entrance, and the majority of students enter university in Britain , Italy and the United States as well as other countries. Italian students are prepared for their official Elementary and Middle school certificates. The school is a recognized centre for the GCSE examinations, IB Diploma and for the Associated Board of the Royal Schools of Music examinations.

The teaching staff consists of fully qualified, experienced teachers who also have specific responsibility for the pastoral care and guidance of the pupils.

The school is located in a large modern complex, is in its own grounds in the NE of Milan. The school is well served by municipal metro and bus routes. The teaching areas are housed in a large modern building that has been extensively renovated. Both sections of the school share the facilities that include three specialized science laboratories, a computer room, a dining hall, gymnasium, outdoor play and sports areas, a Sixth Form centre, specialized music practice rooms as well as a full range of subject classrooms. There are two libraries and an assembly hall with a stage that is used for drama and music. The school has the use of local sports complex with swimming pools, athletics track and playing fields.

Admission to the school follows an interview with the Principal, reports from previous schools and an SJHS assessment to determine National curriculum levels of attainment and suitability for the UK programme. The ability to use spoken English is particularly important although where and when appropriate EAL provision can be arranged. The school is popular and regularly over-subscribed and for this reason the Principal reserves the right to refuse admission should entrance requirements fail to be met.

The school seeks to maintain a balance of Italian students in the school and if the number of Italian students has reached the maximum for any year group admission may be denied.

The school does not have the staffing facilities to meet all specific Special Needs, behavioral or learning difficulties although the Learning Support Department does provide some support for some students.

**LOWER SCHOOL**

## **LOWER SCHOOL INFORMATION**

School starts at 8.50 a.m. Before school, parents should leave Year 1 to Year 6 children at the entrance to the Via Rombon playground. The children will wait in this area until the bell rings. Nursery and Reception children line up in the small playground on the right of the Rombon gate as you enter. When the bell rings at 8.50 a.m. they line up in their respective classes. There is playground supervision from 8.15 a.m. to 8.50 a.m. when school starts. Punctuality is important.

Parents should not take their children directly to the classroom at 8.50am.

Children who arrive late should be left at the Reception office.

### **NAME TAPES**

ALL clothing, including P .E. kit, must be clearly named.

### **LOOPS**

Each pupil is allocated a hook on which to hang his/her coat. It is essential that coats have suitable loops of 5-8 cms in length in order to make it easier for younger children to hang up their own coats. Please ensure that your child's coat has the necessary loop.

### **JEWELLERY**

Jewellery, except for watches, is not permitted in school.

### **LOST PROPERTY**

There is a lost property bin which is situated near the entrance to the 'Nursery to Year 1' corridor.

### **BREAK AND LUNCHTIME**

Morning break for the Lower School is from 10.20 - 10.40. Children may bring in a light snack - too much food at this time means the children do not eat their lunch. For lunch, children may:

- i) bring a packed lunch from home (no glass bottles please);
- ii) have a school lunch. An outside caterer delivers lunches daily and the menu must be selected on the appropriate order sheet.
- iii) The lunch schedule is repeated every four weeks. Cancellations must be made well in advance by e-mail only to P.A.P. Ristorazione.

### **ITALIAN**

Italian is taught from Year 2 to Year 6 by specialist teachers and children are grouped according to their experience with the language.

### **CLUBS**

Some creative or sporting activities are provided after school. These clubs take place from 3.30 p.m. to 4.30 p.m. and details of the cost, type and dates will be available before the beginning of each course.

### **STATIONERY REQUIREMENTS.**

#### **Key Stage 1 (Years 1 and 2)**

- At least 2 writing pencils
- Colouring pencils
- Felt tip pens
- Rubber
- Pencil sharpener
- Overall for painting
- Pritt sticks

## **Key Stage 2 (Year 3 to 6)**

- 30 cm ruler
- At least 2 pencils
- A writing ink pen or a rollerball ink pen (blue or black) **No biros please!**
- Rubber
- Pencil sharpener
- Pritt sticks
- Felt tips
- Colouring pencils

**Please note that protractors, compasses and calculators will be supplied by the school.**

## **HOMEWORK**

This is given in Reception to Year 6. Children in Years 2, 3, 4, 5 & 6 will be given a HOMEWORK DIARY.

These are not only used for writing down homework but are also a useful means of communication between parents and teachers, and vice versa.

## **PARENT/TEACHER MEETINGS**

For Reception to Year 6 there is a Year Group meeting at the start of each academic year. Whilst for Nursery parents a meeting is held in June, before the children start in September. There are three organized evenings when individual meetings take place between parents and teachers. The first in October, the second is in February and the third during the Summer Term. At the first two parent Teacher Meetings parents will receive Target Sheets for their children.

Members of the teaching staff would also be happy to make a special appointment with parents when necessary through the School Office.

## **PARENTAL HELP IN THE CLASSROOM**

Should parents be interested in helping in some way in the Lower School they are invited to pick up the relevant form in the school reception. The Key Stage One and Two Coordinators will then contact you.

The policy is that a parent may help out in a Year Group other than the one in which his/her child is placed.

## **AFTERNOON DISMISSAL**

School ends promptly at 3.20 p.m. Parents collecting children should wait for them to be brought down by their teachers to the Via Rombon playground. Children **MUST** remain within the playground unless escorted by a parent. They may **NOT** wait outside the School premises. Bus children exit by the Via Rombon bus gate. If, on any afternoon, there are changes in the normal collection routine e.g. someone different is collecting your child from the playground the class teacher must be informed of this in writing or the office must be informed before 2.30 pm.

**On wet days Nursery to Y2 children should be collected directly from their classrooms. Nursery to Y1 parents should enter via the Nursery door and Y2 parents via the Rombon playground door. Y3 to Y6 parents should wait in the Rombon playground.**

## **BUSES**

If your child normally goes home on a School or Private bus, the class teacher will ensure that he/she catches the correct bus. If however you do not wish your child to catch the bus on a particular day, it is vital that **YOU** inform the class teacher of this in writing or the school office before 2.30 pm, otherwise your child will be automatically put on the bus.

## **WET DAYS**

It is a good idea to send in a spare pair of shoes on wet days.

Before 8.50 all children must congregate in the Dining Room. Entrance to the Dining Room is down the steps to the right of the Rombon gate as you enter.

At 3.20 pm Nursery to Year 2 parents must collect their children directly from the classrooms. Year 3 to 6 must wait in the Rombon playground and the children will be dismissed by the class teachers through the centre doors.

### **P .E./ MUSIC**

Music and P .E. are taught by specialist teachers.

Children are required to have appropriate clothing for P.E. which can be ordered through the school

### **P .E./BOOK BAGS**

All new children entering the school from Nursery to Year 4 will be given a P .E. Bag. The P.E. bag is optional from Year 5 but if you wish to have a school one then the order form can be found in the reception office. Children from Reception to Year 2 will also be given a Book Bag. Replacement bags can be obtained from the school and billed accordingly.

### **SWIMMING**

This is from Y3 onwards and is a compulsory part of the school P .E. programme.

### **SCHOOL NOTICES**

Often important notices or general information sheets are sent to parents via the children and via email. Please check their school bags at the end of the day to ensure that you receive these.

### **FORMS TO BE COMPLETED**

After the admission form has been returned, you will receive a medical form which should be completed as necessary and returned to the School Office together with a copy of the latest vaccination certificate. Please be sure that you leave details of your address, telephone numbers, emergency contact details and email address with the school office.

### **CHANGE OF ADDRESS/TELEPHONE NUMBER**

Please notify the School Office in writing of any changes in addresses, telephone numbers or email addresses. It is essential that the school has a current emergency contact number.

### **ABSENCES**

When your child is absent from school for more than one day, for any reason, the class teacher/school office must be informed of the reasons for this by 9.30am on the *second day of absence*. May we suggest that you use the below mentioned methods of communication :

- Telephone the school office – 02 210941 – from 8.15am
- E-mail to the following address – [reception@sjhschool.com](mailto:reception@sjhschool.com)
- If the absent child has siblings who will be in school, to write a note which can be handed to the teacher of the absent child.

## LOWER SCHOOL DRESS CODE



The Sir James range allows pupils to choose articles from a selection of high quality items. We feel we now have a selection of articles that Lower School pupils would be happy and proud to wear. Articles are well priced for the quality and will relieve parents of the pressure to purchase only the 'best' and latest fashions at inflated prices.

Items can be ordered online from the school website: [www.sjhchool.com](http://www.sjhchool.com) and clicking on the uniform link. The items you have ordered will be delivered to your home by the manufacturer. There will be a range of sample items kept in school for parents to see. Parents will be billed by the school for the items they have purchased. This will appear on the school bill and will include delivery charges.

The dress code does not include Nursery and Reception pupils. They should come to school in suitable clothing, e.g. shoes with Velcro fastenings/elasticated waists on trousers or skirts. (no 'bodies'/braces/belts etc.)

# LOWER SCHOOL P.E. INFORMATION

## PHYSICAL EDUCATION

### **CHILDREN FROM NURSERY TO YEAR 6 HAVE SPECIALIST TEACHERS FOR P.E.**

In the Nursery the children have two P .E. lessons a week taught by a member of the P .E. staff. In addition to this, the class teachers will have their own planned activities to develop skills in Physical Development.

Reception classes have three lessons a week.

Year 1 classes have three lessons a week.

Year 2 has one double and 1 single lesson per week.

Years 3,4, 5 and 6 have one triple period a week off site.

The P .E. kit, **WHICH MUST BE CLEARLY NAMED**, is as follows: -

- PLAIN WHITE OR S.J.H.S. T-SHIRT
- RED SHORTS
- WHITE SOCKS
- TRAINERS
- LIGHTWEIGHT GYMNASTIC SHOES
- TRACKSUIT FOR COOL DAYS

**The school P.E. Kit can be ordered through the school website: [www.sjhschool.com](http://www.sjhschool.com)**

## **SWIMMING**

### **Years 3, 4, 5 & 6**

These classes will also go swimming as part of their P .E. programme and this will take place during the first half of the Spring term.

Swimming instruction is given by the School P .E. staff and/or by qualified Italian swimming instructors.

## **EXTRA ITALIAN LESSONS FOR YEARS 3 TO 5**

**THESE EXTRA LESSONS ARE ONLY FOR CHILDREN WHO ARE PREPARING FOR THE ITALIAN PRIMARY STATE EXAMINATIONS.**

For Year 3 to Year 5 children there is not sufficient time in class to prepare the students completely for the official Italian primary programme.

It is important that, when choosing a teacher to give their children these extra lessons, parents choose a full-time, qualified Italian primary school teacher (and not senior school students or supply teachers). Therefore extra Italian lessons after school are available for the students studying the Italian programme.

These lessons take place on the following days:

**YEAR 3 – MONDAY 3.30 – 4.30**

**YEAR 4 – TUESDAY 3.30 – 4.30**

**YEAR 5 – THURSDAY 3.30 – 4.30**

**YEAR 6 – WEDNESDAY 3.30 – 4.30 after the Spring half-term**

## **LOWER SCHOOL CLUBS**

Listed below is an **example only** of the clubs which may take place in the Lower School. The activities available vary from term to term each school year and a new club letter is sent home on a termly basis.

### **MONDAY**

**ITALIAN AS A SECOND LANGUAGE CLUB** – Rec and Y1. Let's learn Italian. An Italian club to help young children learn Italian through games, stories and .....much more.

**FANTASTIC FRENCH CLUB** – Year 3 to 6. Come and learn French through fun-filled activities, games and songs. We will also try some delicious French food. Maximum 10 children.

**ITALIAN AS A SECOND LANGUAGE CLUB** – Year 2 and 3. Let's learn Italian. An Italian club to help young children learn Italian through games, stories and .....much more.

**CHESS CLUB** – Year 4 to 6. Maximum 18 children. Beginners welcome.

**CHINESE CLUB** – Year 5 and 6. The language of the future Mandarin Chinese. Maximum 15 children.

**GIRLS NETBALL** – Year 6 and 7. Maximum 16.

**FOOTBALL** – Year 6 mixed and Year 5 mixed. Maximum 16 children.

### **TUESDAY**

**ITALIAN AS A SECOND LANGUAGE CLUB** – Year 4 to 6. Let's learn Italian. An Italian club to help children learn Italian through games, stories and .....much more.

**BASKETBALL** – Year 5 and 6 mixed. Maximum 14 children.

### **WEDNESDAY**

**THE IRISH DANCE CLUB** – Year 2 to 6. An opportunity for children to discover the world of Irish Dance.

### **THURSDAY**

**CREATE WITH PAPER** - Year 4 to 6. Maximum 10 children.

**OCARINA CLUB** - Year 2 to 6. The Ocarina is a musical instrument similar to the recorder, but much easier to play. This instrument is popular with both boys and girls and can be successfully played by all children. The children will learn to play simple tunes, even if they have never played a musical instrument before. Maximum 18 children.

**MULTISPORTS** – Year 3 to 6 mixed. Maximum 16

**FOOTBALL** – Year 4 and 5 mixed. Maximum 16

*Clubs taking place in school will run from 15.30 to 16.30 unless otherwise stated.*

**UPPER SCHOOL**

# UPPER SCHOOL CODE OF CONDUCT AND SCHOOL RULES

The most important rule is to behave sensibly and honestly at all times, showing consideration for others and respect for the community and the School. The purposeful atmosphere of the School is due to the collaboration between teachers and students.

## **Attendance and Punctuality**

School starts at 8.50 am. Pupils who arrive after 08.50 must sign the Late Book. Punctuality is important. We expect attendance for each school session from all students in all years. If you are absent through illness, your parents must telephone the school office in the morning before 10 am of the first day of absence and send an explanatory note to the School on your return. Please also inform the school if this absence also involves a private lesson, such as music. Any other extraordinary absence should be requested in advance and in writing to the Key Stage Co-ordinator or Director of Sixth Form Studies. The Head of the Upper School will then be informed.

Lessons finish at 15.20. Unless you are staying after school for a supervised activity, such as an extra lesson or club, or have special permission to work unsupervised in the School Library, **you should not remain on the premises.**

## **Exits**

Any student who is required to leave the premises must sign out in the Office, following written permission from a parent and permission from the Key Stage Co-ordinator or Head of Sixth form Studies. Prefects only may leave the premises during morning break, at the discretion of the Head of Upper School. Only the Sixth Form may leave the premises at lunchtime, with authorisation from parents. Students remaining in school for clubs/lessons after 3.20 pm are not permitted to leave the premises between the end of lesson 8 and the beginning of the after school activity.

The Head of Upper School or the Director of Post 16 Studies reserves the right to 'ground' Sixth Form students for inappropriate behaviour or failure to honour or respect commitments.

## **Breaks**

**Morning break:** 10.20 – 10.40      -      **Lunch time:** 12.25 – 13.15.

## **Mobile Phones**

Students are not permitted to use mobile phones on the school premises. If it is necessary for a student to have a phone then written permission from parents must be sent to the school office. Mobile phones should be kept switched off at all times including morning break and lunchtime and will be confiscated if found otherwise. Confiscated telephones must be collected by parents.

## **Lunch options**

- Packed lunch from home
- School lunch

## **Physical Education**

Any student well enough to be in school must attend P.E. lessons. If you have a specific health problem, special arrangements will be made. A letter from home and/or a medical certificate should be provided to explain any non-participation.

## **Homework**

Students will receive a full homework timetable.. Timing is approximate, as students work at slightly different speeds but is generally:

Years 7 – 11 - 3 subjects at 40 mins each or 4 at 30 mins

Years 12 + 13 – 5 hrs per subject per week

## **Lockers**

- All lockers **MUST BE LOCKED**.
- On no account are students allowed to go to their locker during lesson time.
- Students are not permitted to stick anything on the inside of their locker door.
- Lockers will be checked during the year and students are responsible for any damage or cleaning of the locker that is deemed necessary.
- Students will be punished if graffiti is found in their locker.
- Any damage to a locker must be reported to the reception.

## **Form Tutors, Progress and Discipline**

Students in the Upper School are taught by many different teachers. However, they have one member of staff, their Form Tutor, who oversees their general progress and monitors their personal and social development. This member of staff will often be the first point of contact for parents.

Breaches of discipline are rare at the school and are dealt with on an individual basis. In some cases parents may be asked for co-operation in signing a report card or contract (for example for punctuality or homework).

## **Personal Possessions**

- All P.E. clothing and personal equipment including books, calculators, anoraks, bags etc. must be marked with the owner's name.
- Personal valuables or large amounts of money should **NOT** be brought to school. Musical instruments must be deposited in the Music Department.
- Bags/coats must be left on the hooks provided or in locker, not in the corridors.
- Personal items left around the building will be confiscated.

## **Use of the building**

- **Students are not allowed to run within the building.**
- On the staircases students must keep to the left. As a courtesy, students should make way for members of staff and visitors to the School.
- There must be no eating or drinking in the building and only in the courtyard during morning break.
- No student is allowed to go to his/her locker except before 08.50, during break, during lunchtime and between 15.20 and 15.30.
- No unauthorised ball games are permitted in the courtyard.

## **Outside the school building**

- The piazza in front of St Ignazio is out of bounds to students.
- Students are asked not to congregate in front of the bread shop in the piazza and to leave the pavement free for local residents to pass.
- Students must bear in mind that they are representing the school at all times and that the school rules extend beyond the confines of the school.
- Any reports of inappropriate behaviour in the local area will be dealt with as in school.

## **School Diaries**

- School diaries must be used for academic purposes only and must not be defaced with graffiti.
- Students will be asked to remove any graffiti, and, where this is not possible, students will be billed for a new diary.
- Tutors and parents must sign student's diary every week.
- Teachers, Co-ordinators, Tutors, Heads and Deputy Heads of School and the Director of IB may ask to check the contents of a student's diary at any time, as they would do with exercise books. It is therefore expected that the contents of students' diaries are purely academic or related to general education.

## **Houses**

There are three houses in the Upper School – Darwin (blue), Drake (red) and Austen (green). Students can earn points for their House through the Sports Day, Games Day, Swimming Gala, and The Eisteddfod or through the Merit system.

## **Merits**

A Merit award is a teacher's way of recognising a positive achievement whether it is for excellent work, effort, commitment to a group, participation in assembly, performance in music or sporting activities – **see CAS below**. Teachers complete an award slip in the student's house colour which will then be taken home to be signed. The merit and diary must then be stamped by the Key Stage Co-ordinator or Director of Post 16 Studies before it is valid.

Merit Awards may be given for achievement or participation in any areas of CAS, which might include some of the following:

### **Music**

A.B.R.S.M. Practical and Theory examinations  
Member of choir  
Member of Orchestra  
Performance in concerts  
Section Leader

### **Drama**

Involvement in productions  
Membership of after-school clubs

### **Assembly**

Participation in assembly

### **Sport**

Membership of school teams  
Excellence in sporting events

### **Art**

Work on display

- The points that students have been awarded will be recorded and added to their Personal Award Graph as well as to the House Totals.
- Form Tutors will include achievements in full reports.

## **COMMENDATIONS**

A teacher may suggest that a student be considered for recommendation for any reason which, in their professional judgement is worthy of praise.

It could be for academic attainment or recent progress, or a student may have excelled in an activity outside the classroom.

Once the proposal has been made, any teacher is fully entitled to veto the suggestion since only those students who are performing well across the whole curriculum qualify for this award.

Students who are commended receive **four** Merit Awards. This achievement is noted in their full school report.

A student may only receive **one Commendation** in the course of an academic year.

# UPPER SCHOOL DRESS CODE

## SJHS UPPER SCHOOL DRESS CODE



Students are obliged to follow the UPPER SCHOOL DRESS CODE/UNIFORM REQUIREMENTS without exception.

Items can be ordered online from our suppliers through the school website by clicking on the uniform link.

The items you have ordered will be delivered to your home by the manufacturer.

There will be a range of sample items kept in school for parents to see.

Parents will be billed by the school for the items they have purchased. This will appear on the school bill and will include delivery charges.

The 'JAMES RANGE' offers students choice from a co-ordinated range of items.

All the items in the range are **compulsory**. The only choice available is in the colour and style of the POLO and the style of the sweater which is available with long sleeves or as a gilet.

### **Compulsory for Year 7-11 Boys and Girls:**

The Sir James polo shirt and sweater.

Until further notice students have the choice of wearing the following items which are currently not available from the 'James Range' .

- Boys: Blue jeans or navy blue or beige trousers. Shorts must be plain and in the same colour.
- Girls: Blue jeans or navy blue or beige trousers or skirts. Shorts must be plain and in the same colours.
- Tee shirts **MUST BE PLAIN WHITE**.
- The PE Kit and Track Suit are also compulsory.

## **UNIFORM IN THE SIXTH FORM**

In the Sixth Form students are obliged to be in full uniform every day without exception. POLOS are no longer to be worn by members of the Sixth Form.

Compulsory for Sixth Form Boys and Girls:

- Boys: The Sir James blue and white striped shirt with the school logo.
- Girls: The Sir James blue and white striped shirt with the school logo.
- Boys and Girls: A Sir James sweater or gilet.
- Boys and Girls: A plain NAVY BLUE BLAZER or JACKET
- Boys: Blue jeans or navy blue or beige trousers. Shorts must be plain and in the same colours.
- Girls: Blue jeans or navy blue or beige trousers or skirts. Shorts must be plain and in the same colours.

See **GENERAL** for other common items e.g. belts and shoes.

### **GENERAL Boys and Girls:**

- Sports wear may only be worn for Physical Education.
- Hats and sunglasses may not be worn in school, but hats may be worn to and from the church.
- Piercing, other than for a single earring, is **not** permitted.
- Tattoos are **not** permitted and in the case that they should exist, may not be visible.
- Unnatural change of hair colour is not permitted.
- No visible underwear
- No mid riffs
- Trainers (classic style and sensible colour) may be worn.
- Shoes **MUST** be **BLACK**.
- **THE INDOOR BAG:** This is compulsory for Year 7. The bags will be issued on the first day of term at school and the cost put onto your school bill. The bag is small enough to leave in lockers when not required.
- Outdoor bags may not be carried around the building - except by the Sixth Form.
- **TEE-SHIRTS**, if worn, **MUST BE PLAIN WHITE**.
- Boys Shirts and Tee-shirts must be worn **TUCKED** into **TROUSERS** or **JEANS**.
- Belts must be **BLACK** with a **PLAIN BUCKLE** for boys and girls.

### **GENERAL GIRLS:**

- A watch and stud earrings only are permitted
- Make-up is not permitted until Year 12 and at this stage it must be discrete.
- Nail varnish may not be worn until Year 12 and at this stage it must only be a discrete colour.
- Skirts should be worn at an appropriate length.
- Hair may not be worn in dreadlocks

### **GENERAL BOYS:**

- Boys are asked to be clean shaven. (Excluding Year 12 + 13)
- Hair may be worn short but not razored
- Hair may not be worn in dreadlocks

## **FORMAL DRESS FOR BOYS**

On formal school occasions, boys are asked to wear:

- A dark suit or a dark jacket and grey trousers
- A blue, white or blue and white striped shirt and the school tie.

## **THE PE KIT**

The full kit is compulsory for all students that have curriculum PE and for any student taking part in extra-curricular sport.

## **THE MUSIC DEPARTMENT UNIFORM**

### **Years 7–8**

- School polo-colour decided for the event.
- School V-Neck sweater
- Grey trousers or a navy blue straight knee length skirt
- Dark socks or navy blue stockings
- Black leather shoes – flat shoes only for girls

### **Years 9–13 Boys**

Formal Uniform for *all* boys (see Formal Dress for Boys)

Only white shirts permitted for choir or orchestra unless otherwise stated.

### **Years 9-13 Girls**

- Plain white blouse/shirt
- Navy blue straight knee length skirt
- School V- Neck sweater
- Navy blue stockings
- Black leather shoes – flat heels

## AFTER SCHOOL ACTIVITIES FOR UPPER SCHOOL

The following is an **example only** of the Upper School activities which may be available for the whole school year.

### MONDAY

ACTIVITY	YEAR	TIME
E.B.T. BOYS FOOTBALL	9-10	3.30-4.30
GIRLS NETBALL	6-7	3.30-4.30
YOGA	10-13	3.30-5.00
MIXED BASKETBALL	10-13	3.30-4.30
GRAFFITI ART	9-10	3.30-5.30

### TUESDAY

ACTIVITY	YEAR	TIME
BOYS RUGBY	9-10	3.30-4.30
MODEL UNITED NATIONS	10-13	3.30-4.30

### WEDNESDAY

ACTIVITY	YEAR	TIME
MANDERIN CHINESE	7-13	3.30-4.30

### THURSDAY

ACTIVITY	YEAR	TIME
MIXED VOLLEYBALL	10-13	3.30-4.30
DRAMA	7	3.30-4.30

### FRIDAY

ACTIVITY	YEAR	TIME
GIRLS BASKETBALL	10-13	3.30-4.30
BOYS FOOTBALL	11-13	3.30-4.30
GIRLS FOOTBALL	10-13	3.30-4.30

# **WHOLE SCHOOL INFORMATION**

# FRIENDS OF SJHS

## WHO WE ARE AND WHAT WE DO

The Friends of SJHS is our school Parent Association. All parents automatically become members of the SJHS Friends once their children are enrolled in the school.

The purpose of Friends is to welcome and help new parents settle into the school and Milan and to help create a sense of community between parents, teachers, governors and pupils and staff through our social events. Some of these events are fundraisers.

The Friends Committee is our main organizational body and is composed of around six to eight volunteer parents, teachers and the School Principal and Treasurer who meet about once a month. There is a network of Class/Year Contacts with one or two parents representing each class/year as well as numerous volunteers who work on our events.

## OUR EVENTS

**Welcome Evening** – A social cocktail for new parents and teachers held in the school Dining Hall about 3 weeks into the beginning of term

**Bonfire Night** – A traditional English Bonfire held on a Friday evening close to November 5th at Campo Schuster. This is a fund raiser and a social event for the whole family. There is plenty of food and drink as well as some games. Children and adults alike have the perfect excuse to ‘dress up’ in Halloween costumes. The children make guys to be thrown on the bonfire.

**Blackbird Day** - Blackbird Day is an opportunity for our children to think of giving and to consider others who are in need. It is usually on the last Friday of January. We choose a charity to donate to and school children bring in a box of non-perishable food. A pyramid or mountain of colourful boxes is built. In the past we have also collected writing, drawing and colouring materials for a school in Africa.

**Carnival Second Hand Costume Sale** - Parents can donate second hand Carnival Costumes for kids of all ages, cleaned and in good condition. They are displayed in the courtyard (weather permitting) or the dining hall before Carnival and sold at reasonable prices.

**International Evening** - This is a social evening for parents, teachers and staff held either before or after Easter. Parents of all the nationalities that comprise our school are asked to contribute food from their country or region. The evening starts out with a cocktail “al fresco” (weather permitting) and then the dinner is held in the two halls downstairs where the food is set out buffet style according to country or region. We usually have some kind of entertainment such as a disco or live music. This is a great opportunity to eat well and get to know other parents and teachers. The ticket price covers the cost of the event and discounts are given to those who contribute a dish.

**Summer Fete** – This event is held on a Friday evening at the end of May or in June and includes music fun and games for all. There is also a raffle with prizes as well as a second hand bookstall, a toy stall and plenty of food and drink. This has always been a great way to end the school year and often a last chance to see all your friends before the summer break, and the annual departure of many of us as we move on to our next posting!!

### Other Friends activities:

- A Video Club for the lower school,
- A Lunch Group which ensures quality and variety of the luncheon catering services at the school.
- A Welcome Group helps new parents settle into the school

Friends are often asked to help out on other School events such as concerts and Open Evenings.

## **VOLUNTEERS**

Volunteers are always needed and appreciated. If you would like to become involved or just want to help on a specific event, get in touch with your Class/Year Contact or any committee member. If you are new to the school, this is a great way to meet other parents and there are many tasks to do both behind the scenes, and at events. You can contribute as much or as little time as you wish.

## **FRIENDS FUNDS**

Funds raised at our events are allocated to items which are not strictly academically necessary but which improve and enhance the school environment. Some of the items which have been purchased by proceeds from Friends events over the past years:

- TV video equipment for sports department
- Large computer screen for the ITC suite
- Improvements to the drama stage – (Purpose built moveable stage blocks, new curtains)
- Sewing machine for the Art department
- A contribution to the lunch group's fresh orange juice machine
- A vertical piano and four ghetto blasters
- Painting of playground games, friendship bench and jungle gym for L/S playground
- Water fountain for Upper School Hall
- Movable screens / partitions for school hall

Any parent, teacher or governor can request funds by filling in the Funds allocation form available in reception and giving it to a member of the Friends Committee. The requests are evaluated by the Committee and a vote is taken.

The SJHS Friends Committee is made up of the following roles:

- Chairperson
- Vice Chairman
- Secretary
- Treasurer
- Lower School Liaisons (Nurs to Yr 2 and Y3 to Y6)
- Upper School Liaisons
- 6<sup>th</sup> Form Liaison
- Lunch Project Coordinator
- Lower School Teacher Contact
- Upper School Teacher Contact
- Board Member

The current members of the Committee are listed in the Friends section of the school website ([http://www.sjhschool.com/community\\_friends\\_contacts.asp](http://www.sjhschool.com/community_friends_contacts.asp)).

## PRIVATE INSTRUMENTAL LESSONS

Each year the music department offers individual (and in some case group) lessons on a number of instruments. Each student will be given a lesson time agreed upon by the class teacher (in the Lower school), the relative school heads, the instrumental teacher and Mr Biggs. In the first few weeks there may be some juggling required as timetables are being sorted out but subsequently it is important that times are adhered to.

**Lessons available on: (please note that Electric Keyboard is not available)**

Piano	Violin	Suzuki Violin**
Viola	Violoncello	Harp
Flute	Clarinet	Saxophone
Theory of Music	Classical Guitar	Singing
Modern guitar	Drum-kit	Double Bass*
Electric Bass*		

(\*suitable for larger pupils Y6 and above)

**All lessons are open to pupils from year 2 and above except Suzuki violin which is open to all ages.**

### **Important Advice for parents of Lower School children (especially Year 3 or below).**

Starting an instrument at a very young age needs careful consideration. Whilst the Suzuki violin course is specially designed for younger children, other one-to-one instrumental lessons have different implications. Children will need to be followed AT HOME by parents on a regular basis. If interest flags after a time there is a great risk that the child loses interest, drops the instrument and never returns to it. **Many a musical child has started too early and sadly suffered this fate.**

We recommend the following points to be considered and asked:

- ◆ Is the child REALLY keen, or is it the parent wishing to fill his/her time?
- ◆ Is the child mature enough to cope with the demands of one-to-one lessons?
- ◆ Will the child be followed regularly at home by a parent?
- ◆ Is there an encouraging and supportive environment at home?
- ◆ Are you the parent prepared to keep regular contact with the teacher, attend concerts, follow and develop with the child?

### **Missed lessons for reasons other than sickness.**

- ◆ *A lesson missed without notice (at least 24 hours) will not be made up and will be charged.*
- ◆ *Notice must be given to the teacher directly for any form of cancellation or change \*\*.*

Please **do not** call reception. In the case of an absence due to school events, field trips, examinations, etc., it is up to the pupil or his/her parents to inform the teacher at least one week ahead to arrange a possible alternative. The home/cell phone numbers of the teachers will be given to each student for this purpose. Please insist on having this and use it for all contact.

### **IMPORTANT**

**\*\* Any student who cancels a lesson, even in advance, for more than 2 out of every 10 lesson cycle may lose their lesson time and will be charged for the missed lesson.**

## **Communications**

An instrumental report will be given out at the end of each term. Every pupil should have a note book and/or manuscript book for practice requirements and weekly messages from the teacher. Parents are encouraged to contact teachers. There will be a mid-year questionnaire for parental feedback. With prior mutual agreement, parents may wish to attend an instrumental lesson to meet the teacher. Any beginner of any age will get a 'quick' report from the teacher after 5 lessons.

## **Practising and Performing**

Parents are expected to supervise this, particularly with the younger children. Pupils are expected to practise every day, (beginners doing at least 15 minutes). Pupils are required to take part in group work when considered sufficiently advanced, as well as instrumental concerts each year in which pupils will perform - i.e. in String Orchestra, Wind Ensemble, Orchestra etc. It cannot be over-stressed how important this involvement in group music-making is.

## **Instrumental Examinations**

The school is a Centre for the examinations of the Associated Board of the Royal Schools of Music (see [www.abrsm.org](http://www.abrsm.org)). An examiner comes to the school twice a year (November and June) and when a teacher considers a student to be ready to take an instrumental exam the parents will be informed and asked to help ensure serious preparation.

## **Stopping lessons during the year.**

**Parents are reminded that teachers require half a term's notice if the student is to stop his/her lessons once timetabled. This will not include young beginners who may be deemed too young after 5 lessons (see above).**

## **Books, music and photocopies.**

Wherever possible students should have real music and not just a selection of loose photocopies. I realise that some will be necessary but real music gives the student a sense of pride and seriousness. ABRSM examiners are told to *exclude from the exam* students entering with photocopies. Although it is not always possible to buy everything, standard volumes and repertoire should be considered an investment.

## **Hiring of instruments.**

The school has some instruments available for hire. The teacher will organise this.

Pianos can be hired from Mitarotonda (see below) and the guitar teachers can give advice about guitars (which are as cheap to buy as rent).

## **MITAROTONDA**

Via Conservatorio 17 (corner with Corso Monforte). Tel: 0276002858 / 02 76006511. They also supply all ABRSM material and have a wide selection of music for all instruments.

Timetabling is **not done** on a 'first come first served' basis but follows a departmental policy linked to academic courses. However I will be applying the following policies:

- Regular, reliable and punctual students from last year will be given priority timetabling wherever this is either possible or appropriate.
- \*Students who miss/cancel lessons for reasons other than illness may lose their lesson place. The cancelling of a lesson, even with teacher notification, must be a very last resort. There is often a waiting list for certain instruments and times. Absences without due notification are charged.
- As parents, please monitor carefully the lesson progress. Check that practice expectations are clear and that lessons are regular and serene.

# SCHOOL LUNCHES

This is an **example only** of the school menu . The lunch menu rotates on a 4 week basis and changes twice each school year.

<b>1<sup>st</sup> WEEK</b>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MENU A</b>	SMALL PASTA SHAPES WITH TOMATO AND RICOTTA CHEESE SMALL BAR OF CHOCOLATE	CHICKEN IN BREADCRUMBS WITH PEAS AND ROAST POTATOES FRESHLY SQUEEZED ORANGE JUICE	CRESCENZA EMMENTALER CHEESE WITH CARROTS AND RICE FRUIT TART	PIZZA MARGHERITA FRESHLY SQUEEZED ORANGE JUICE	FRIED FILLET OF FISH WITH GREEN BEANS AND PASTA – FRUIT
<b>MENU B</b>	PASTA WITH BUTTER / TOMATO SAUCE SMALL BAR OF CHOCOLATE	RICE WITH BUTTER / TOMATO SAUCE - FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRUIT TART	RICE WITH BUTTER / TOMATO SAUCE - FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRUIT
<b>MENU C</b>	ROLL WITH BRESAOLA (CURED BEEF) & CHEESE SMALL BAR OF CHOCOLATE	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	FLAT WRAP BREAD WITH HAM AND CHEESE FRUIT TARTE	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	TURKEY ROLL WITH LETTUCE FRUIT
<b>2<sup>nd</sup> WEEK</b>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MENU A</b>	SHORT PASTA (PENNE) WITH TOMATO AND MOZZARELLA SAUCE – YOGHURT	PORK LOIN WITH ROSEMARY AND OVEN CHIPS - FRESHLY SQUEEZED ORANGE JUICE	RISSOLES WITH RICOTTA CHEESE WITH SPINACH AND SMALL PASTA WITH BUTTER ICE CREAM	PASTA TAGLIATELLE WITH RAGU' SAUCE - FRESHLY SQUEEZED ORANGE JUICE	FISH FINGERS WITH CARROTS IN BUTTER AND PASTA FRUIT
<b>MENU B</b>	PASTA WITH BUTTER / TOMATO SAUCE YOGHURT	RICE WITH BUTTER / TOMATO SAUCE – FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE ICE CREAM	RICE WITH BUTTER / TOMATO SAUCE – FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRUIT
<b>MENU C</b>	ROLL WITH PARMA HAM AND EDAM CHEESE YOGHURT	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	FOCACCIA WITH HAM AND CHEESE ICE CREAM	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	ROLL WITH TUNA AND MOZZARELLA FRUIT
<b>3<sup>rd</sup> WEEK</b>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MENU A</b>	FUSILI PASTA WITH PESTO SAUCE YOGHURT	TURKEY IN BREADCRUMBS GREEN BEANS - PASTA FRESHLY SQUEEZED ORANGE JUICE	LASAGNE WITH BOLOGNESE SAUCE FRESHLY BAKED FRUIT TART	PIZZA MARGHERITA FRESHLY SQUEEZED ORANGE JUICE	MOZZARELLA WITH TOMATOES – RICE FRUIT
<b>MENU B</b>	PASTA WITH BUTTER / TOMATO SAUCE YOGHURT	RICE WITH BUTTER / TOMATO SAUCE – FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRESHLY BAKED FRUIT TART	RICE WITH BUTTER / TOMATO SAUCE FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRUIT
<b>MENU C</b>	ROLL WITH HAM YOGHURT	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	FOCACCIA WITH HAM AND CHEESE FRESHLY BAKED FRUIT TART	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	ROLL WITH MOZZARELLA - SALAD AND TOMATOES FRUIT
<b>4th WEEK</b>					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MENU A</b>	RISOTTO MILANESE STYLE SMALL BAR OF CHOCOLATE	ROAST BEEF AND CARROTS WITH WHEAT GRAIN IN TOMATO SAUCE - FRESHLY SQUEEZED ORANGE JUICE	OMELETTE WITH GREEN BEANS – PASTA WITH HERBS ICE CREAM	TAGLIATELLE PASTA WITH BOLOGNESE SAUCE FRESHLY SQUEEZED ORANGE JUICE	FISH CAKES WITH GREENS AND PASTA FRUIT
<b>MENU B</b>	RICE WITH BUTTER / TOMATO SAUCE SMALL BAR OF CHOCOLATE	PASTA WITH BUTTER / TOMATO SAUCE FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE ICE CREAM	RICE WITH BUTTER / TOMATO SAUCE FRESHLY SQUEEZED ORANGE JUICE	PASTA WITH BUTTER / TOMATO SAUCE FRUIT
<b>MENU C</b>	ROLL WITH SPECK & CHEESE SMALL BAR OF CHOCOLATE	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	FOCACCIA WITH HAM AND CHEESE ICE CREAM	LARGE SALAD FRESHLY SQUEEZED ORANGE JUICE	ROLL WITH TUNA AND MOZZARELLA FRUIT

# INSURANCE

Parents should be aware that the school has insurance policies to protect itself against legal liabilities arising in the course of school activities, but the school does not arrange medical or personal accident insurance for the pupils nor insurance for loss or damage to their property.

## **MEDICAL**

When necessary pupils will always be taken to the 'Pronto Soccorso' (Accident Centre) in the first instance, and their parents will be immediately contacted. The 'Pronto Soccorso' is free of charge.

Parents are advised that they should either be covered by an insurance policy or by the

Italian State medical scheme as far as medical expenses are concerned. Dental expenses require private insurance

## **PERSONAL ACCIDENT**

There is no cover and parents are advised to take out their own policy if they so wish.

## **FIRE**

Under the school's general fire policy there is a small amount of cover for individual property .

## **THEFT**

Under the school's general policy, insurance is only valid if it can be proved that the school has been forcibly entered. There is a small amount of cover for students' property in such cases, but essentially the private property of pupils should be insured privately if required.

Parents are advised that pupils should not bring items of value into the school unless absolutely necessary (e.g. calculators), nor should they have large sums of money on them (even older students should never have more than €20; younger ones a good deal less). If for any reason students need to bring large sums of money to school they are advised to hand it to the receptionist immediately upon arrival so that it can be put in the safe. Similarly any necessary valuable property should be handed in for safe-keeping. Nevertheless, the school cannot accept responsibility for the loss or theft of money or personal property.

## SECURITY

The school seeks to find a balance between a safe and secure working environment and the opportunity for parents and students to feel at ease in a school environment. Current international events require regular vigilance and the school has a well established and effective evacuation procedure. The School has an internal communication system which will be operational by the end of the Autumn term. Guards supervise entry and exit to the school at the beginning and the end of the school day. The school is also enclosed by a secure fence that remains locked throughout the school day. All visitors report to Reception on arrival and are issued with a school badge and will be asked to produce personal identity prior to entry to the buildings. Parents are asked to leave their children at the main gates in the morning but may enter the premises for collection at the end of the day. The premises are monitored by CCTV throughout the day and night and we are in regular contact with the police and security services.

The access roads are important for local and school buses and parents are asked not to park in the Via Rombon in order to enable the school buses to drop and collect students safely. This is an important security issue and parental co-operation is appreciated. The Board of Governors has established a Security and Safety Committee which makes use of a specialist security consultant to advise the school and Principal on effective security measures.

The school has a clear and regular examination procedure and drills are held termly. Parents are asked to leave the premises at the start of the school day once pupils are safely in the school premises.

## EXTRA CHARGES

The following information indicates areas of the school's activity where extra costs can be incurred by parents.

### **School bus**

This is billed directly by the private bus company.

### **School lunches**

Pupils can bring a packed lunch from home or order hot lunches or 'panini' from the school catering service.

### **Extra Italian classes**

These may be desirable for pupils who will be studying for the Italian Quinta or Media examinations.

### **Books**

These are charged for in the Upper School only - in the Lower School all educational materials except for Italian books are covered in the fees.

### **Lost Library Books**

These will be charged for in order to buy replacements.

### **After-school clubs**

All after-school activities are an extra and billed on a termly basis.

### **Book Bags and P.E. Bags**

These are supplied free of charge to all new children starting in the Lower School. If you require any extra bags or replacements these can be ordered from the school office and will be billed.

### **Year Book**

One copy per family is issued free of charge each year.

### **Private Lessons**

Private lessons after school hours are charged on an hourly basis and according to how many lessons take place.

### **English as an Additional Language (EAL)**

This will be billed if it has been agreed with the Principal that your child will require an intensive course of EAL.

### **Private instrumental lessons**

These are a paid optional extra and supplied by a large number of peripatetic teachers.

### **Rental of musical instruments**

It is possible to rent a variety of musical instruments from the school's musical department.

### **Public examination fees**

i.e. GCSE, A Level, Associated Board of Music examinations.

### **School Uniform and P.E. kit**

These are ordered via the school website: [www.sjhschool.com](http://www.sjhschool.com) and put onto the school bills.

**School trips**

These are usually charged directly to parents.

**Damage to school property**

If a pupil is found to be responsible for willful damage to school property this will have to be refunded by the parents.

**LOWER SCHOOL  
POLICIES & PROCEDURES**

# LOWER SCHOOL BEHAVIOUR AND DISCIPLINE POLICY

SJHS wishes to provide a calm, secure, stimulating and happy working environment for all. There is a Code of Conduct that sets out, in general terms, how we expect pupils to behave in school and on visits. All pupils are expected to behave according to the guidelines set out in the Code. "Class Rules" reflect the Code of Conduct and focus on specific ways the Code can be applied within the classroom situation.

## Aims

- To develop a policy that is based on a sense of community and shared values.
- To provide clear and consistent expectations of acceptable behaviour.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the school curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- To reinforce good behaviour through positive discipline rather than just punishing bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner in the expectation of achieving an improvement in behaviour.

## Code of Conduct

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- SJHS expects children to be well-behaved, well-mannered and attentive.
- Children should walk (not run) within the school.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Children are expected to be punctual.
- Children should not bring sharp or dangerous instruments to school.
- Children should follow the dress code. Jewellery should not be worn.

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

## Class Rules

- Be kind to others
- Be honest and truthful
- Be polite and well-behaved
- Listen to what others have to say
- Think before you speak and act
- Never hurt anyone on the inside or outside
- Treat school, others' and own property with care
- Remember that English is the language to be used in school

## **Incentives**

Hopefully this policy encourages pupils to exhibit good behaviour and is reinforced with a system of praise and reward for all children.

At SJHS children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour. Rewards may take the form of:

- rewards of stars/smiley faces on work, on charts and in special books
- use of certificates, special stickers for such things as listening, being kind, helpful, and so on
- house points
- commenting on a child's good behaviour to other children / other classes
- showing achievements in Assembly

In Foundation Stage the children receive incentive stickers as a reward and wall charts are also used as a way of encouraging good behaviour / work.

From Year 1 onwards each year the children are divided into Houses – Crocodiles, Dolphins and Foxes – and are awarded Points for thoughtfulness, being helpful, good work, and so on. Each team's points are counted at the end of the Autumn and Summer terms and then announced in the final Assembly. The winning team is presented with the House Cup. At Sports events, like the Swimming Galas and Sports Days, the children compete to gain points for their teams and the winning team receives a trophy.

Individual certificates for literacy are awarded at the end of the Autumn and Summer terms and other certificates may be awarded throughout the year for various achievements.

Incentive stickers and motivational stamps are used. In addition, each class teacher gives oral or written praise.

Children may display their achievements in the classrooms, around the school and in Assemblies.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

## **Sanctions**

There will be times when children behave unacceptably. Simple day-to-day disciplinary measures are dealt with by the class teacher, in a caring, supportive and fair manner, having regard to the age of the child. Teachers may choose to talk to the child individually / in a group / whole class discussing the situation, redirect the child to another activity, move the child from a group to work on his/her own or ask the child to repeat work.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions that breaking rules has consequences. For minor breaches of discipline the following sanctions apply:

- an oral reprimand and a reminder of expected behaviour
- name on board
- name on board with tick alongside meaning that the next house point given will be frozen (name must remain on board until house point given)
- report to Head of Lower School
- loss of lunch time, plus letter of explanation to their parents with slip attached for parents to sign and return the following day

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily report system, with parents' support, to monitor their behaviour.

Major breaches of discipline are physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and very disruptive behaviour in class. This type of behaviour is rare at SJHS and it is the duty of the Head of Lower School to deal with it promptly.

### **Procedures for Dealing with Major Breaches of Discipline**

- An oral warning by the Head of Lower School or the Principal concerning future conduct.
- Communication with parents informing them of their child's unacceptable behaviour, to be followed by a meeting, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, temporary exclusion procedures are implemented – after informing the Board of Governors.
- A case conference with parents
- Permanent exclusion, after consultation with the Board of Governors
- Parents or guardians of the student who has been permanently excluded have the right to appeal against exclusion by submitting their justifications, in writing, to the Board of Governors of the School. The Board of Governors will reply promptly in writing to the parents of the student who has been permanently excluded from the School conveying their final decision. Until this time the student is considered to be temporarily excluded.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

### **Lunchtime Supervision**

At lunchtime one member of the Lower School staff is on duty in the playground. Supervision is also by the Lunchtime Assistants and they should maintain order; usually by reminding children of the standard of behaviour expected. Children who behave inappropriately may be sent inside to the Head of Lower School. Minor misdemeanours may be reported to the class teacher at line-up time.

The children should treat the Lunchtime Assistants with the respect due to all adults at SJHS. Verbal or physical abuse is not tolerated.

Serious misbehaviour or repeated disobedience at lunchtime is brought to the attention of the Head of Lower School. This results in loss of privileges and lunchtimes. Parents will be informed if there is no improvement in behaviour and the child will be excluded from the premises at lunchtime for as long as necessary.

### **Parents**

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions helps to reinforce support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

### **Care and Control of Children**

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically.

### **Incident Book**

This is used to record serious incidents and is kept with Head of Lower School.

By using a positive system of rewards and reinforcing good behaviour, SJHS fosters children's positive self-esteem.

**Monitoring and Review**

The responsibility of this area lies with all Lower School Staff, the PSHE / RE Co-ordinator, the Key Stage Co-ordinators and the Head of Lower School. Monitoring of all PSHE policies will be the responsibility of the PSHE/RE Co-ordinator, the Key Stage Co-ordinators and the Head of Lower School. This will take place through feedback from staff regarding the success of the programme, observations of lessons, playground/classroom behaviour and any displays or children's work. PSHE will be reviewed annually by all staff and updates and modifications made.

## **HOME - SCHOOL AGREEMENT: LOWER SCHOOL**

Home - School agreements promote and encourage partnership with pupils and parents in meeting the aims and objectives of a school. Parents are clear as to the nature and expectations of the school and the school seeks parental support in meeting the important features of its ethos and policy. At SJHS we want to feel that :

- a. communication between home and school is effective,
- b. teachers and parents work together on issues of concern and
- c. parents support and help the learning of their children at home

### **THE SCHOOL UNDERTAKES TO :**

- Provide a challenging, balanced and differentiated curriculum to meet the needs of its international children.
- Encourage and support children to achieve their true potential whatever their ability.
- Promote the development of the whole child in all aspects of education.
- Encourage and promote respect for other people, their property and develop appropriate behaviour patterns.
- Keep parents regularly informed of individual pupil progress and general school developments.
- Inform parents of any concerns or problems that affect their child.
- Provide a range of extra curricula activities and other opportunities to broaden skills, knowledge and understanding.
- Encourage and develop skills of research and study both at school and in the home environment through regular homework and guided study skills.
- Care for your child as a valued member of the school community irrespective of gender, race or religion.

### **PARENTS WILL DO THEIR BEST TO :**

- Be aware of the curriculum provided by the school at all stages.
- Ensure that their child attends school regularly and that absences are notified according to school practice.
- Ensure that their child arrives punctually to school in the morning and is collected on time at the end of the school day where appropriate.
- Provide the opportunity for their child to use the English language outside the school day especially at weekends and holiday periods.
- Encourage good behavior and respect for the views and property of other people.
- Ensure that homework is completed and returned in accordance with school policy and that books are cared for in an appropriate way when used at home.
- Ensure that their child has the appropriate clothing and PE equipment for lessons and other school activities.
- Ensure that their child goes to bed at a reasonable time during the school week.
- Giving consent for the child to use internet at school providing school policies are adhered to.
- Supporting and promoting the school policies on safe use of the internet and other media that could be potentially offensive.
- To promote the school's values of safe internet use at home.
- Inform the school of any problems or concerns that affect their child at home or at school.

**UPPER SCHOOL  
POLICIES & PROCEDURES**

## UPPER SCHOOL DISCIPLINARY PROCEDURE

All students, as condition for their remaining at the School, are required to maintain all standards of work, attendance and conduct which is subject to review by the Board of Governors and the Principal. For information on DEMERITS and REFERRALS see School Rules.

1. The following are sanctions commonly used before a Referral is issued but in certain cases, when deemed suitable by a member of staff, a Referral may be issued with the sanction/punishment:

VERBAL WARNING / EXTRA WORK / TASKS BENEFITTING THE SCHOOL COMMUNITY / COOLING-OFF PERIOD.

2a. A REFERRAL given for any academic issue or poor punctuality to school will automatically be linked to a DETENTION during lunchtime administered by the SUBJECT TEACHER / CURRICULUM MANAGER.

2b. An INCLASS REFERRAL for behavioural issues will be linked to a DEPARTMENTAL DETENTION during lunchtime.

An OUT OF CLASS REFERRAL will be linked to a SCHOOL DETENTION.

3a. Should departmental sanctions prove to be unsuccessful, teachers may put offenders into a SCHOOL DETENTION which is administered by the Management Team during lunchtime on a set day during the week. A SCHOOL DETENTION BOOK is kept in Upper School Office.

3b. Following a school detention the next stage is an AFTER SCHOOL DETENTION with 24hrs notice given to the child and the family concerned.

4. 1st DEMERIT will result in a PARENTAL INTERVIEW with Tutor/Curriculum Manager and Key Stage Co-ordinator as well as the student being put onto a Behaviour or Academic Target Card for 2 weeks. All existing referrals are automatically cancelled at this point. Parents will be contacted by the Co-ordinator as a Demerit becomes imminent.

5. 2nd DEMERIT will result in a PARENTAL INTERVIEW with the Deputy Head of Upper School and the Key Stage Co-ordinator as well as a SHORT-TERM INTERNAL EXCLUSION or SHORT TERM EXCLUSION depending on the gravity of the incident. In addition, the student will be put on a further Behaviour or Academic Target Card. All existing referrals are automatically cancelled at this point. Parents will be contacted by the Co-ordinator as a Demerit becomes imminent.

6. 3<sup>rd</sup> DEMERIT will be issued if the Target Card is not met or more referrals are received. In addition, the student and parents will sign a CONTRACT detailing behavioural and/or academic targets to be met. This will result in another PARENTAL INTERVIEW with the Head of Upper School, a FINAL WRITTEN WARNING and SHORT TERM EXCLUSION for one week. All existing referrals are automatically cancelled at this point.

7a. If the contract is broken this will result in a FINAL PARENTAL INTERVIEW with the PRINCIPAL and HEAD of SCHOOL resulting in PERMANENT EXCLUSION after consultation with the Board of Governors.

7b. In the case where a student has arrived at level 7 for ACADEMIC reasons, repetition of the academic year may be an option at the discretion of the Principal and Head of School.

8a. The Principal may exclude a student on a short term or permanent basis if he or she has broken the School's Regulations or Procedures or whose influence on other students is considered, in the Principal's best judgement, to be dangerous or undesirable.

8b. Parents or guardians of the student who has been permanently excluded have the right to appeal against exclusion by submitting their justifications, in writing, to the Board of Governors of the School. The Board of Governors will reply promptly in writing to the parents of the student who has been permanently excluded from the School conveying their final decision. Until this time the student is considered to be temporarily excluded.

8c. A particularly serious problem could result in suspending the normal procedure and a student being taken home straight away.

The following offences are liable to lead directly to short term or permanent exclusion from the school (see points 6 and 7 of the Disciplinary Procedure): cheating, stealing, smoking, drinking alcohol on the School's premises, excessive unpunctuality, truancy, violence, bullying, vandalism, possession of dangerous weapons.

Any involvement in drug taking or handling of drugs for whatever reason shall automatically entail the permanent exclusion of the student from the school.

## **DEMERITS**

Receiving demerits is considered to be a serious issue for which you will be referred to your House Captain, Head of House, Key Stage Co-ordinator, Director of Post 16 Studies or the Director of IB.

- Demerits are given following 5 academic referrals or 3 referrals for behavioural issues.
- A DEMERIT is linked to a Target Card and eventually a Contract.
- Following the issue of a demerit all referrals are cancelled and students begin with a 'zero account'.

## **REFERRALS**

The Referral System is used to monitor the progress of the students in Years 7 to 13.

Below is a list of some of the issues for which Referrals may be issued.

- Disruptive behaviour in class
- Misbehaviour on school site/church
- Unacceptable attitude shown to teaching staff
- Involved in BULLYING
- Failure to hand in homework/coursework
- Unsatisfactory quality of homework
- Unsatisfactory work ethic
- Failure to apply the Presentation Policy
- Without books/equipment
- Failing to wear the school uniform – the disciplinary procedure for this is clearly outlined under Dress in the Upper School/Discipline Procedure.

The system is designed to provide the teaching staff and management with instant feedback.

Issues relating to Merits, Demerits, Cause for Concern and Commendations are logged on 'ClaSS' – the Upper School database for pupil tracking.

The **REFERRAL SYSTEM** works as follows:

- The person issuing the referral should complete the carbon copy form ensuring that the 'Action Taken' section has been completed.
- The person issuing the referral gives the yellow copy to the Co-ordinator, the pink copy to the tutor and keeps the green copy on file.

A referral will automatically lead to a detention.

## **CAUSE FOR CONCERN FORM**

The multi-use Referral Form for Academic and Disciplinary matters (see above) also has a section for Cause of Concern – the latter is not linked to a Referral/Detention but merely highlights an anxiety or worry a teacher may have about a pupil.

## **UPPER SCHOOL UNIFORM DISCIPLINARY PROCEDURE**

- An initial warning and the student's attention drawn to the above regulations.
- In the case of make-up the student will be sent to the Pupil Welfare Officer or Co-ordinator to have it removed.
- After the first warning by the Form Tutor, and if the problem continues the student will be referred in the first instance to their Key Stage Co-ordinator.
- In the case of the Co-ordinator not being available the Deputy Head of Upper School should be contacted.
- Should the problem continue, and once parents have been contacted, the student will be sent home to change.
- In the case that parents are not at home and the pupil must remain at school, they will be obliged to wear a second-hand item of uniform.
- The Head of Upper School will attend any meeting arranged with the parents of a child who is considered to be not cooperating with the school.

The Principal will be asked to intervene should the above measures be ineffective

# UPPER SCHOOL SANCTIONS

## VERBAL WARNING

**EXTRA WORK:** Tasks set by staff in cases where students have produced work of a poor quality or have not completed a homework task – pre Referral.

**COOLING-OFF PERIOD:** Students may be sent outside the classroom for a brief ‘cooling-off’ period.

**TASKS BENEFITTING THE SCHOOL COMMUNITY:** This sanction can be used for a range of issues at the discretion of the teacher responsible for the punishment. The more common tasks are: cleaning tables in the dining room: picking up litter in the playground or around the building: removing chewing gum or graffiti from furniture or walls (gloves provided); assisting the LRC Manager a member of staff during breaks.

**DEPARTMENTAL DETENTIONS:** These are held by academic departments for behavioural or academic reasons when a REFERRAL has been issued to a student.

**SCHOOL DETENTIONS:** These are held once a week on a set day and are administered by the Management Team. The teacher issuing the detention must write the name of the student in the book provided in the Upper School office. This detention is available for: Heads of Department to use in cases where they feel the Departmental Detention has not been effective. Staff to use if they have witnessed any inappropriate behaviour around the school building or in the play ground that is outside the jurisdiction of an academic department.

**AFTER SCHOOL DETENTIONS:** These are rare but are available for staff to use in cases where the Departmental and School Detention have not worked. They are generally linked to BEHAVIOURAL ISSUES (see point 3 of the Disciplinary Procedure). Parents must be given 24 hours notice in writing.

**SHORT-TERM WITHDRAWAL FROM A SUBJECT/CLASS:** This can be applied for various reasons and is very much at the discretion of the teacher. However the most common reason for short-term withdrawal of a student from subject/class is generally linked to behavioural issues. A timetable of members of the Management Team who are available for dealing with short-term withdrawal is issued to staff at the beginning of the academic year. The teacher responsible for the withdrawal must record it on ClaSS. At this level, the period of withdrawal may range from one lesson to several.

**SHORT-TERM INTERNAL EXCLUSION:** Students are excluded from class and their privileges withdrawn for the designated period of time. They are set work to be completed during the period of internal exclusion. A room will be identified where the student will work. This sanction is usually applied for behavioural issues but can be used in the case of a lack of academic co-operation.

**SHORT-TERM EXCLUSION:** Students are not permitted to attend school for a designated period of time.

**PERMANENT EXCLUSION:** Students have arrived at level 7 on the Disciplinary Procedure and may be asked to leave the school.

# **INFORMATION and COMMUNICATIONS TECHNOLOGY**

## **Pupil Guidelines for the use of the Internet**

- Pupils are responsible for good behaviour on the Internet, just as they are in the classroom or in the school corridors.
- The Internet is primarily a tool for students enabling them to research and support their work in general and permission from Parents or Guardians is required before a pupil can be granted access.
- Access is a PRIVILEGE not a right requiring responsibility on the part of the user. This privilege can be withdrawn from a student at any time if there has been inappropriate use of the resource.
- Individual users are responsible for their behaviour and any communications over the network.
- Users must comply with the standards set by the school and HONOUR the agreements they have signed.
- Computer storage areas (including any external storage media you bring to school) will be treated like school lockers. Staff may review files and communications to ensure that the system is being used responsibly.
- Users should not assume that files stored on servers or storage media are always private and that they may be cancelled by the ICT Network Manger if deemed necessary.
- During school teachers will guide pupils towards appropriate materials. Outside of school families bear the responsibility for such guidance as they would in the case of television, movies, radio, telephones and other potentially offensive media.

### **The following are not permitted within the school:**

- Being impolite and not appreciating those other users might have different views than your own.
- The use of strong language, swearing or aggressive behaviour towards others
- Writing or displaying anything that could be interpreted as libellous - either in visual or written format.
- Damaging computers, computer systems or computing networks.
- Violating copyright laws.
- Uploading or downloading any material which is likely to be unsuitable for children. This applies to any materials of a violent, dangerous or inappropriate nature. If you are unsure contact a teacher.
- Disclosing any password or login name to anyone other than the persons responsible for running and maintaining the system.
- Uploading or sending personal addresses, telephone or fax numbers or photographs of anyone – staff or pupils – at the school.
- Using the names or photographs of students, without the authorisation of parents.
- Using the password of another student.
- Hacking into a folder, work or files belonging to another person.
- Intentionally wasting resources such as paper and printer ink.

### **Students MUST:**

- Report any incident which breaches the above security rules to the Network Manger or to the ICT teacher.
- Always respect the privacy of the files of another person.
- Ensure that you have followed the correct procedures for using the internet.

## SANCTIONS

- Violations of the above rules will result in a temporary or permanent ban on internet/computer use in school or the application of other sanctions deemed appropriate for the offense.
- Your parents/guardians will be informed.
- Additional disciplinary action may be added in line with existing practice (**see DISCIPLINARY PROCEDURES**)
- When applicable, police or other authorities may be involved.
- If necessary, external agencies such as Social Networking or E-mail Member sites may be contacted and informed.

# UPPER SCHOOL HOME SCHOOL AGREEMENT

Home – School agreements promote and encourage partnership with pupils and parents in meeting the aims and objectives of a school. Parents are clear as to the nature and expectations of the school and the school seeks parental support in meeting the important features of its ethos and policy. At SJHS we want to feel that:

- Communication between home and school is effective
- Teachers and parents work together on issues of concern
- Parents support and help the learning of their children at home

## **THE SCHOOL UNDERTAKES TO PROVIDE:**

- A broad, balanced and differentiated curriculum, uniting UK National Curriculum expectations with the values, practices and beliefs of the International Baccalaureate.
- A high standard of teaching and the expectation that all pupils will achieve according to their abilities.
- Support and induction when a new student joins the school under the guidance of the Key Stage Co-ordinator or those responsible for Years 12 and 13.
- A Personal, Social and Health Education programme in Key Stage 3 progressing to a Diploma Foundation programme in Key Stage 4, delivered through the tutorial system.
- Regular opportunities for parents to discuss their child's progress with Form Tutor, subject teachers and relevant Co-ordinators.
- Regular and professional reports throughout the year as outlined in the school policy.
- The opportunity to develop skills in English - spoken and written - for students who are not from mother tongue English backgrounds.
- Opportunities for students to take part in extra curricular CAS activities including lunch time and after school clubs, educational trips and visits in Italy and to be part of sporting teams playing locally and internationally.
- To set and mark homework on a regular basis and according to the published school policy
- Assistance with any special learning difficulties or EAL needs where this is regarded as appropriate.

## **THE PARENTS WILL SEEK TO SUPPORT THE SCHOOL BY:**

- Recognising that the school expects the highest standards of work and behaviour from each student.
- Ensuring that students attend school at all required times and absence is only for reasons of ill health or circumstances agreed with the school.
- Ensuring that students arrive at school punctually unless extenuating circumstances prevent this.
- Supporting the school policies on dress, behaviour, telephones, jewellery and promoting these expectations to students.
- Encouraging students to maintain the highest standards of behaviour whenever on school related activities in the public domain.
- Encourage students to keep an up to date Planner which is signed by parents on a regular basis and used as a means of communication between home and school.
- Being aware of the school code of conduct and classroom expectations.
- Ensuring that students arrive in school with appropriate equipment and resources/books/kit.
- Understanding that loss or damage to school equipment and property used by students is their responsibility.
- Encouraging students to complete set homework and do so to the best of their ability.

- Giving consent for their child to use internet at school providing school policies are adhered to.
- Supporting and promoting the school policies on safe use of the internet and other media that could be potentially offensive.
- To promote the school's values of safe internet use at home.

#### **STUDENTS WILL SEEK TO:**

- Strive to model their approach to being at Sir James on the values of the Lower School, and the attributes of the IB Learner profile.
- Adhere to the policies and expectations of the school as outlined in Planners and through assemblies and tutorials.
- Respect the property of the school and the belongings of other students.
- Show respect to other students and to all members of the school community.
- Give their best in all aspects of study and school life.
- Take part in the wider CAS activities and opportunities provided by the school through clubs, teams and other social activities.

**WHOLE SCHOOL  
POLICIES & PROCEDURES**

## ADMISSION PROCEDURES AND POLICY

The school operates an admission procedure to ensure the nature and character of its mission and objectives are maintained. Places are offered to students irrespective of academic ability although children with special needs and learning difficulties will be assessed carefully to determine whether the school is able to effectively address their individual needs.

1. All applicants for places at the SJHS will apply for a preliminary interview with the Principal usually via the Admissions Secretary. (This applies to all students whether commencing school at Nursery or joining the school at any other Key stage and whether from the UK, Italy or schools worldwide).
2. The Principal and Heads of School will interview all prospective students and their parents or guardians. A detailed information booklet and curriculum programme is provided at interview. These interviews normally comprise a tour of the relevant sections of the school and an opportunity to meet Heads of School and appropriate teaching staff. A Home – School agreement provides clarification of the expectations of the school from prospective students and the commitment made by the school and forms part of the admissions procedure.
3. **Three main factors determine admission:**
  - a) The level of achievement in English – reading, writing, speaking and listening and in mathematics where appropriate will be assessed using relevant standardized age appropriate tests administered by the Learning Support Department. School reports from the last or current school are essential prior to actual entry and should be brought to initial interviews. These must be attached to formal application when registration is made.

**NB:** The use of English at home is regarded as an essential prerequisite to success at SJHS and for Italian families it will be necessary to demonstrate that this is a firm commitment with at least an English speaking relative, babysitter, nanny and or private tutor. It is essential that at least one parent can converse in English with the school and class teachers.
  - c) The school seeks to recruit pupils on the basis of each year group having a balance of British, Italian and international students. This means that up to a maximum of 40% of students in each year may be Italian mother tongue. The school reserves the right to refuse entry once this balance has been achieved in any particular year group.
  - c) Whether places are available in the relevant year group – September 30<sup>th</sup> is the date which determines relevant Year group ( Grade ) entry and classes are made up of up to 20 students with a two form entry in Nursery and Reception and a three form entry Y1 – 13.

**NB:** Students from British schools in the UK and British schools worldwide with mother tongue English are given priority entry to SJHS at all levels.
4. The Principal has the right to refuse entry to any applicant if the interests of the school or of the student concerned are not best served by admission – this can relate to suitability of the SJHS academic programme, previous school history and identified special learning needs which the SJHS is unable to effectively meet.

Parents will also need to demonstrate a genuine commitment to the demands and philosophy of a British education for their children.

Once a place has been offered and accepted registration and enrolment fees will be billed at the appropriate stage of the academic year. Registration and enrolment fees are paid in three instalments.
5. The school operates a waiting list for certain oversubscribed year groups and parents may be offered places on a first come first served basis subject to availability and stated rules. Once a place becomes available and is offered registration must be paid within 7 days to secure a place or the place will be

offered to the next applicant on the waiting list. Siblings and children of alumni are given first priority on available places and on school waiting lists on condition they meet the above entry criteria.

- Currently the SJHS does not offer scholarships or bursaries but discounts on annual tuition fees are offered for the 3<sup>rd</sup> and 4<sup>th</sup> child attending the school.

The school does not generally admit students from Italian schools after Nursery unless the level of English skills are appropriate to the year group concerned or special circumstances apply. Students from all other schools in Milan will be tested for levels of ability in English and Mathematics and a decision made by the Principal as to whether they will benefit from the UK National Curriculum programme up to KS4 and from the IB Diploma programme from 16 – 19 currently offered at the SJHS.

6. Admission to the Sixth Form ( Post 16) and to the IB Diploma course is based upon academic achievement at GCSE or at a similar level outside the UK system for progression. The Head of Upper School and Head of Sixth Form will interview prospective students and where relevant recommend admission to the Principal following interview, assessment and usually examples of previous student work.
- 7 The school does provide English Additional Language support for international students – this is an additional cost to parents according to the level of need. All students will be assessed by the Learning Support Department, prior to admission to the school, to determine these requirements. Parents will be provided with a written summary of the assessment. There is however a limit to the number of students the school can accommodate within EAL provision.

Nursery and Reception classes are usually fully subscribed by January of the new academic year.

#### 8. Documents Required for Enrolment

**In order to complete the application process it is obligatory that the following documents are attached to the completed application form.**

- a) Fully completed application form including passport sized photograph.
- b) Photocopies of parents/guardians Passport or ID Card.
- c) Parent/Guardians Fiscal Code (If available).
- d) Photocopy of child or children's birth certificates.
- e) For children who are already in full-time schooling we will require last School Reports.
- f) For children transferring from an Italian State School we will require a Nulla Aosta.
- g) Fully completed Medical Form and a photocopy of a Vaccination Certificate. The school should be advised of any medical conditions/allergies, or treatment that your child or children may be having, this should be provided in the form of a written report from the curing doctor or specialist.
- h) Learning Support Form

# MISSION STATEMENT

The Sir James Henderson British School of Milan is a non-profit organisation whose mission is:

To ensure that its diverse student body grows to its full potential as independent learners in a caring British and international community, uniting the best of British educational tradition with the values, practices and beliefs of the International Baccalaureate.

## Our Aims

In fulfilling this mission, the aims of the school are to:

### A value-rich learning environment

- Promote the Lower School values statement across the whole school.
- Develop in our children the attributes of the IB learner profile.
- Foster a caring and safe learning environment that stimulates curiosity, freedom of expression, cooperation and fairness and respect for others.
- Use technology and the Learning Resource Centre to enhance the delivery, quality and effectiveness of teaching and learning.
- Strive to improve the school's learning environment, facilities and resources.

### Teaching and learning

- Develop each child's ability to communicate effectively in the language of instruction, while continuing to respect the importance of the child's home language.
- Encourage children to develop the skills necessary for independent learning, successful problem solving and compassionate, critical thinking.
- Provide learning experiences that are appropriate to a child's age and stage of development.
- Ensure effective teaching and learning by recruiting and developing skilled and committed teaching staff.
- To enable progression to other educational systems including higher education in both Britain and the wider world.
- Provide Italian Language education at a level and quality appropriate to student ability.

### Act Local, Think Global

- Encourage the development of the whole child through the provision of a wide range of creativity, action and service (CAS) opportunities.
- Prepare our young people for the challenges of a rapidly changing world.
- Celebrate cultural diversity.
- Promote positive partnerships between staff, students, parents, governors and the wider community.
- Promote positive reciprocal relationships with other schools, organizations and institutions in Italy, Europe and around the world.

### Governance

- The school is guided by a Board of Governors elected by the parents. The Board determines the strategy and general direction of the school.
- The school is a non-profit organisation which must be effectively managed and maintain a balanced financial position.
- The school is run and managed by a Principal, nominated by the Board and assisted by teaching and non teaching staff.

### Values of SJHS Lower School

- Peace
- Tolerance
- Honesty
- Happiness
- Respect
- Love
- Unity
- Freedom
- Co-operation
- Responsibility

### Attributes of the IB Learner Profile

- Communicators
- Open-minded
- Principled
- Balanced
- Caring
- Reflective
- Thinkers
- Risk Takers
- Inquirers
- Knowledgeable

### **In the Lower School, through our values, we are keen to:**

- stimulate pupils, within a culture of praise where achievement is celebrated, to acquire knowledge and skills in terms of literacy, numeracy, oracy, physical well-being and aesthetic sensibility and to develop their abilities, aptitudes and latent qualities to the full.
- encourage pupils to be industrious, to take pride in all their work, and to have a concern for its quality
- help pupils to become confident, self-aware, rational, resilient and self-reliant.
- promote physical and social development through the provision of non threatening competitive situations (where the need for rules and fair-play is understood), which enable pupils, working individually or as a member of a team, to measure themselves against others, to enjoy success and to learn from defeat.
- give pupils the opportunity to acquire motor skills and to appreciate the importance of exercise in promoting good health.
- encourage pupils to appreciate the importance of courtesy and good manners.
- develop in pupils an awareness of inequalities and to experience the pleasure of giving.
- develop in pupils an awareness of and a responsibility for their environment both local and global.
- promote good relationships among pupils in a secure and supportive atmosphere of tension-free self-discipline, in a school in which high expectations and high standards are assumed.
- encourage pupils to respect the opinions, abilities and personal dignity of others and to show consideration for everyone in a sympathetic, well-ordered community.

# ENGLISH AS AN ADDITIONAL LANGUAGE POLICY.

As English is the medium of communication and learning at the SJHS it is essential that students become competent in the English Language as quickly as possible, so as to enable them to become happy, active members of the school community and in so doing achieve their full potential.

Children learning English as an Additional Language (EAL) have skills and knowledge about language similar to monolingual children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

The aim of this policy is to help ensure that we meet the full range of needs of those students who are learning EAL.

## **Curriculum Access and Teaching and Learning Style**

We take action to help students who are learning English as an Additional Language to access the curriculum in a variety of ways:

- building on students' experiences of language at home and in the wider community, so that their developing use of English and other languages support one another;
- encouraging students to transfer their knowledge, skills and understanding of one language to another;
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading material that highlights the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- using accessible texts and material that suits the students' ages and level of learning;
- providing support through ICT, video and audio materials.

**All new students for whom English is an Additional Language will be assessed by a member of the EAL department so as to establish:**

- the amount of language support required.
- into which group the student should be placed.

## **Assessment of EAL Students Currently in School**

The scale we use to measure the English Language competence of students for whom English is an Additional Language is closely linked to both the National Curriculum and the Council of Europe Framework for language acquisition.

Attainment in the following areas is assessed:

- listening
- speaking
- reading
- writing

All students taking part in the EAL programme will be assessed regularly as a part of the normal teaching process. In addition, at the end of every term or half term, depending on the current calendar, each student is assessed to ensure that those students who need support continue to receive it and those who no longer require support join the mainstream programme. In May of each year every student is assessed in both oracy

and literacy using an appropriate standard assessment for each group.

These assessments not only ensure appropriate quantity and quality of language support but also help identify students who might have other Special Educational Needs.

## **EAL Grouping**

The information gained from the above assessments is used to formulate the EAL groups. For each year group cut off points are defined to ensure that all students at the same level within the year group receive the same amount of support if English is an Additional Language.

- At Foundation Stage all pupils who are at Step 2 or below will receive support.
- At KS1 all students who are at Level 1 or below will receive support.
- At KS2 all students who are Level 2 or below will receive support.
- At KS3 all students who are at Level 3 or below will receive support.
- At KS4 students will receive support compatible with the other subjects studied.

## **Number of periods of EAL support for each year group**

The EAL provision differentiates between First Stage and Second Stage learners.

### **Foundation – KS2**

- First Stage learners receive at least 10 periods of support each week, while Second Stage learners receive at least 5 periods a week.

### **KS3**

- First Stage learners receive at least 8 periods each week. These lessons take place during literacy intensive subjects such as English, History and Geography, or where appropriate French. Second Stage learners receive between 4 and 7 periods of support each week.

### **KS4**

- Students receive as many lessons as are compatible with their timetable.

## **Content of EAL Programme**

Initially all First Stage learners follow an intensive programme including basic social English to help them integrate as quickly as possible into the mainstream class and playground. Second Stage learners follow a programme, which focuses on English language function, structure and vocabulary and is closely linked to other areas of the curriculum.

## **Links between EAL department and other areas the curriculum**

At Foundation Stage and KS1, because of the close links between the curriculum and language development at this stage EAL teaching may occur within the mainstream classroom.

At KS2, KS3 and KS4, where the gap between the language needed for leaning and the curriculum widens, students are initially taught in the EAL classroom. As progress is made and links between language and curriculum are developed Second Stage learners may be supported, where appropriate, within the mainstream classroom. At all stages throughout the programme close co-ordination takes place between EAL and mainstream teachers.

## **Record Keeping.**

Records are kept of all students on the EAL programme. They include

- information on pupil's linguistic background, previous schooling and how long they have been studying English
- focused and systematic assessment results
- amount of support received
- samples of oracy and literacy

### **Reporting on Progress**

EAL teachers produce reports of the progress of each student, which will accompany those of the mainstream teachers. They contain comprehensive details of attainment and progress made in

- listening
- speaking
- reading
- writing

Particular strengths and /or weaknesses are noted and targets set.

### **Staff**

EAL staff are qualified in EAL or EFL teaching with a range of relevant teaching experience and/or qualified primary or secondary teachers.

# SPECIAL EDUCATION NEEDS (SEN) POLICY

The SJHS aims to offer excellence and choice to all students taking into account their ability and needs and removing the barriers to learning and participation in the school community. Some children will have specific barriers to learning that will require particular action by the school and this policy outlines the procedures.

The aims of the policy are:

- To ensure children with special educational needs are identified, assessed and provided for
- To create a learning environment suitable for each child
- To ensure all students have access to the school curriculum
- To make clear the expectations of all partners in the process
- To ensure that parents are able to play their part in supporting their child's education

The SENCo's role

- Manages the day to day operation of this policy
- Co-ordinates the provision for and manages the responses to children's needs
- Supports and advises colleagues
- Oversees the records of all students with special educational needs
- Acts as the link with parents
- Manages a wide range of resources, material and staff to enable appropriate learning provision

## **Identification, Assessment and Planning Procedures**

Teachers play a major role in the early identification of a child with additional learning needs. They discuss their concerns with the student's parents, Key Stage Co-ordinator and/or the SENCo.

Following a period of assessment co-ordinated by the SENCo, the teachers and parents are advised of findings and if appropriate, recommendations for further external assessment may be made. The class teacher and SENCo work together to plan appropriate interventions which may involve differentiation in the classroom environment and/ or specialist support from the Learning Support Department. The strategies used to support a child will then be recorded in an Individual Education Plan (IEP). This shows short term targets and teaching strategies to be used to encourage a successful outcome.

In recognition of the important contribution parents have to offer in helping to support their child, we encourage the active partnership with parents through ongoing dialogue. Students are also encouraged to take responsibility for their learning (where developmental appropriate) and are involved in setting targets.

Reviews involving student, parents, teachers and the Learning Support teacher take place at regular intervals.

# POLICY FOR MORE ABLE STUDENTS

SJHS recognise that all pupils are individuals with their own strengths and weaknesses. Within this range of individuality there are pupils who are More Able than others, and demonstrate particularly talents in certain specific areas.

We believe that every child has the right to be included in a broad, balanced and relevant curriculum; and that each pupil is entitled to have the opportunity to be involved in appropriate education, which challenges, motivates and rewards them enabling them to fulfil their individual potential.

## **Definition**

There is no single, simple definition of a More Able pupil as each pupil has his or her own unique set of skills and abilities. However we as a school define More Able pupils as those at the top of the ability range, generally regarded as approximately 5% of any given cohort and in any of the following areas:

- General intellectual ability
- Specific aptitude in one or more subjects
- Talent in creative or performing arts
- Psycho-motor abilities
- Leadership qualities
- Advanced social skills

## **Aims**

To create the most appropriate learning environment so that pupils can progress as far and as fast as they individually can.

To ensure that we develop and implement a wide variety of learning opportunities with differentiated activities to suit different learning rates, styles, interests and abilities, including work at a higher cognitive level.

To ensure that all pupils have the opportunity to experience an enriched curriculum which gives More Able pupils the chance to develop and use their abilities.

## **Identification**

We seek to identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them.

We use a combination of the following sources of information to identify these More Able students:

- Teacher observation and assessment
- End of year examinations, cognitive ability tests and SATs results
- Background knowledge from parents, former teachers and previous school reports

## **Co-ordination and Monitoring**

Each Department and member of staff is responsible for identifying More Able pupils in their classes and subject area, and thereafter actively developing varied learning opportunities for such pupils. Each curriculum area will develop a range of strategies and resources for their use and that will be recorded in Department handbooks and policy statements.

Once identified, pupils are placed on an internal school register of More Able pupils, which notes their particular abilities and skills. This information is regularly reviewed and passed on to Coordinators.

As with all pupils their progress is carefully monitored, as is their intellectual and social welfare. Support and advice is given and targets set as a part of the whole school monitoring system. Co-ordinators representing both section of the school will work with each Department/KS to support them with strategies and resources and will have an overview of how each Department/KS deals with More Able pupils.

## **Provision**

This depends on the individual learning needs of each pupil. Examples of possible strategies, which might be employed, are:

- Acceleration
- Setting by ability, so that more able pupils can from time to time, work together with others of similar ability; this will include working with older pupils where suitable
- Working with pupils of the same chronological age when not set, so that they are part of a peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and mentoring

## **In class strategies**

More Able pupils are challenged within subject areas. Teachers provide enrichment and extension opportunities for More Able pupils as part of their planned differentiation. This applies particularly to homework tasks.

## **Out of class activities**

The school seeks to provide a variety of enrichment opportunities for the More Able pupils e.g. sports, drama and music activities, extra curricula clubs and the Duke of Edinburgh award scheme.

## **Partnerships with parents**

Liaison between parents and teachers to discuss the nature and quality of provision is essential to maximise opportunities.

## **Useful websites:**

[www.nace.co.uk](http://www.nace.co.uk)

[www.warwick.ac.uk/gifted](http://www.warwick.ac.uk/gifted)

[www.nagcbritain.org.uk](http://www.nagcbritain.org.uk)

[www.brookes.ac.uk](http://www.brookes.ac.uk)

# KEEPING CHILDREN SAFE

Every child at school should be able to learn in an environment in which they feel safe and supported. The school aims to preserve pupils' health and well being through dedicated staff and through practices and policies to help keep them safe from abuse as well as from dangers such as unprotected and underage sex, substance abuse, and bullying.

## 1. School Health and Psychological Services

- 1.1. The Child Welfare Officer is available in the Nurse's Room from 8.30 am to 4.30 pm everyday. If your child needs to take prescribed medicines, the Child Welfare Officer will keep and administer the prescribed doses and can inform you of the procedures you need to follow.
- 1.2 The School counsellor is available for student consultation. The counsellor complements the pastoral care role that the school community offers to its students and aims to foster academic achievement and personal growth.

Students will be informed that contact with the school counsellor is confidential except when in the reasonable opinion of the counsellor:

- There is concern that the student is at risk of harming themselves
- There is concern that the student will harm someone else
- Where a student discloses that they are pregnant
- The student discloses a criminal activity that may impact on the welfare of the student or others or reputation of the school
- The student discloses that he has suffered harm or the counsellor reasonably suspects that the student has suffered harm, sexual abuse or neglect
- If required by law

Parents need to provide written consent at the time of enrolment to give a student the opportunity to access this service.

## 2. Child Protection

We believe it is essential to have good systems for protecting children and safeguarding their welfare, throughout all the activities which the school undertakes. Parents may request a copy of the Child Protection Policy which staff will adhere to. As parents, you should be aware that:

- 2.1 Staff and volunteers in the school have a duty to report concerns about a child, whether this means the child may be in need of additional support or help of some kind or whether it is thought that a child may be at risk of abuse.
- 2.2 In some cases the school is obliged to refer children to the Tribunale dei Minorenni (Juvenile Courts), for children to be assessed for their needs or if an investigation into possible child abuse is required. In many cases there will already have been discussions between school staff and the parents of the child, and the situation and concerns will not be a surprise to the parents. However, parents may not be told that the school has referred their child to the Juvenile Courts if it is thought that this might put the child at risk.
- 2.3 If you think your child may have been abused you can contact the Social Services direct. If you think the abuse may have happened in school, contact the Principal or the Designated Senior Person for Child Protection (currently the same person) . If you think your child has been hurt, arrange to visit your doctor. Comfort and reassure your child.
- 2.4 If school staff need to express concerns about a child or refer a child to Social Care through the Tribunale dei Minorenni, it is understood that this can cause distress or anger for the

child's parents. It is important that all parties – parents and school staff – try to discuss these matters as calmly and sensibly as possible.

For parents' enquiries please contact: **the Principal and Designated Senior Person for Child Protection**

**3. Anti-bullying Policies**

Our school takes an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice-driven bullying and cyberbullying. Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem; and destroys their sense of security. If you suspect your child has been bullied or is bullying others you should contact Head of School or Key stage co-ordinator for your child's year group. The school aims to deal with issues of bullying swiftly and effectively, your support is essential in this process. Both Lower and Upper School have anti-bullying policies and the sanctions for bullying as for any behavioural issues can be found in this handbook. The complaints procedure can also be found in this handbook.

**4. School policies for sexual education, substance abuse, etc**

The policies related to these issues are available to parents on request. Upper School students have anti-bullying and safe use of the internet policies in their school diaries and also the Disciplinary Procedure refers to substance abuse. Lower School policies are available through the Head of School but their messages are conveyed to the children through lessons, assemblies and other core activities. The PHSE programme in both Lower and Upper School covers students health and psychological well being.

## COMPLAINTS PROCEDURE

The SJHS has a commitment to working in partnership with all its stakeholders and to respond positively to any concerns or complaints raised by parents. The Home School Agreements for Upper and Lower School provides details of where the school has key responsibilities.

If you have a concern about educational or behavioural issues, the first point of call should always be with the school's management team (Heads of School first and then Principal).

**Parental complaints** If you are dissatisfied with the way your concern has been handled and wish to complain, the Board of Governors may be contacted. You can attend the surgery before a Board meeting where representatives of the Board will listen to your complaint and then subsequently liaise with the Principal and/or the rest of the Board for investigation and resolution. Alternatively if your complaint is more personal and confidential, you can contact the Board by sending an e mail to [complaints@shjschool.com](mailto:complaints@shjschool.com). The nominated Complaints Committee will hear the complaint, address the matter with the Principal as appropriate and report back to you.

**Parental appeals.** Where the school has taken disciplinary action against pupils, and the parent wishes to appeal, a letter should be sent to the clerk of the Board through the school address outlining the complaint, an appeal will be initiated and the Board of Governors will deliberate, liaising with the school and all relevant parties.

**2009/2010 FEE STRUCTURE**

**Annual Charges include: - Tuition Fee and Association Fee**

Tuition Fees for the academic year beginning in September are payable in 3 installments, 40% in May of the preceding academic year and 30% in October and 30% in February 2010.

Association fees for the academic year beginning in September are payable in May in one single installment for the following academic year. Alternative options for paying fees over a longer period throughout the year can be discussed with the Principal.

<b>CLASS</b>	<b>TUITION FEE</b>	<b>ASSOCIATION FEE</b>	<b>ANNUAL TOTAL</b>
<b>Nursery</b>	7,655	750,00	8,405
<b>Reception</b>	7,655	750,00	8,405
<b>Year 1</b>	8,921	750,00	9,671
<b>Year 2</b>	8,921	750,00	9,671
<b>Year 3</b>	9,961	750,00	10,711
<b>Year 4</b>	9,961	750,00	10,711
<b>Year 5</b>	10,494	750,00	11,244
<b>Year 6</b>	10,494	750,00	11,244
<b>Year 7</b>	11,089	750,00	11,839
<b>Year 8</b>	11,089	750,00	11,839
<b>Year 9</b>	11,089	750,00	11,839
<b>Year 10</b>	11,960	750,00	12,710
<b>Year 11</b>	11,960	750,00	12,710
<b>Year 12</b>	12,473	750,00	13,223
<b>Year 13</b>	12,473	750,00	13,223

**Other Charges - Initial payments for new pupils only payable on enrolment**  
*Effective from 01/01/2009*

Registration fee for new families to the school	€ 4,000*
Registration fee for families with children already in the school	€ 2,850*
Enrolment fee for all new pupils	€ 1,700*

**A discount of 12 % on Tuition Fees will be made on the 3<sup>rd</sup> child and 65% on the 4<sup>th</sup> child.  
This discount only applies if 3 or 4 children are present in the school.**

**Interest for late payment will be levied at 6% per annum.**

**Initial payments can be spread over a longer payment period and this can be discussed with the Principal if appropriate.**

\* Initial payments, i.e. registration and enrolment, are payable in 3 installments:

1. on application
2. 3 months later
3. by the end of the academic year.

The first payment is non-returnable should the place not be taken. Corporate payments for registration and enrolment should be paid in full on application.

## SCHEDULE OF PAYMENTS 2009/2010

Autumn Term Billing	-	Sent out 30/04/2009	-	Due on 15/05/2009
Sundries Billing	-	Sent out 08/06/2009	-	Payment due immediately
Spring Term Billing	-	Sent out 30/09/2009	-	Due on 21/10/2009
Summer Term Billing	-	Sent out 18/01/2010	-	Due on 09/02/2010
Autumn Term 2010 Billing	-	Sent out 22/04/2010	-	Due on 18/05/2010
Sundries Billing	-	Sent out 10/06/2010	-	Payment due immediately

It is essential that payments are made by the due dates.

### PAYMENT OF SCHOOL BILLS OR REGISTRATION FEES

Registration fees, School fees and Development Fees must be paid using the School Srl. bank details.  
Payment of Association fees and Enrolment fees must be made using the Association bank details.

**UNICREDIT – Ag. 6722**

**School:**

**Sir James Henderson School Srl.**

**IBAN: IT85D0322601600000030008339**

**Association:**

**Sir James Henderson British School Milan**

**IBAN: IT14X0322601600000030008341**

**BIC SWIFT-UNCRIT2VMIH**

## DOCUMENTS REQUIRED FOR ENROLMENT

In order to complete the application process it is obligatory that the following documents are attached to the completed application form. No student will be accepted into the school until all of the following have been provided.

1. FULLY COMPLETED APPLICATION FORM INCLUDING PASSPORT SIZED PHOTOGRAPH
2. PHOTOCOPIES OF PARENT/GUARDIANS PASSPORT OR ID CARD
3. PARENT/GUARDIANS FISCAL CODE (IF AVAILABLE)
4. PHOTOCOPY OF CHILD OR CHILDRENS BIRTH CERTIFICATES
5. FOR CHILDREN WHO ARE ALREADY IN FULL TIME SCHOOLING WE WILL REQUIRE LAST SCHOOL REPORTS.
6. FOR CHILDREN TRANSFERRING FROM AN ITALIAN STATE SCHOOL WE WILL REQUIRE A NULLA OSTA.
7. FULLY COMPLETED MEDICAL FORM AND A PHOTOCOPY OF A VACCINATION CERTIFICATE.
8. THE SCHOOL SHOULD BE ADVISED OF ANY MEDICAL CONDITIONS/ALLERGIES/LEARNING DIFFICULTIES ETC. OR TREATMENT THAT YOUR CHILD OR CHILDREN MAY BE HAVING, THIS SHOULD BE PROVIDED IN THE FORM OF A WRITTEN REPORT FROM THE CURING DOCTOR OR SPECIALIST.

## EXTERNAL BUS SERVICES 2009 –2010

Eurocar Limousine s.r.l.  
Via G. Mazzini 20  
20123 Milano  
Tel: 02 49633791  
Fax: 02 38236131

[www.eurocarlimousine.net](http://www.eurocarlimousine.net)  
[info@eurocarlimousine.it](mailto:info@eurocarlimousine.it)

Contact – Roberto Cozzi

The above company has successfully operated bus services for the last ten years for transportation to and from school covering:

- The City Centre
- Milano Due
- San Donato, San Felice area
- Cernusco Sul Naviglio and Villaggio Ambrosiano
- Lesmo, Camparada area
- Monza

Eurocar may be contacted directly for details about routes and pick-up points. Arrangements and payments are made to Eurocar.

### **Prices range from:**

€2.250.00 - €2.800.00	1 child A/R
€3.950.00 - €5.600.00	2 children A/R
€5.500.00 - €8.100.00	3 children A/R
€1.600.00 - €1.850.00	1 child A or R

### **NO PRICE INCREASE THIS YEAR**

This year Eurocar are introducing a “Shuttle Bus” for students who live in the center of Milan and partake in an after school activity. The SHUTTLE BUS will follow a fixed route NOT NEGOTIABLE with fixed timings and bus stops, it will be a daily service, totally free of charge for those families who already have children subscribed to school bus service morning and evening (to and from school – A/R) and who will have priority for available seats over all other families. For those families subscribed to school bus service for an ONLY ONE WAY journey (home to school or school to home) this additional shuttle bus will cost Euro 5,50 (VAT 10% included) per child each day. For those families not subscribed to school bus service, while there are seats available, this additional shuttle bus service will cost Euro 7,00 (VAT 10% included) per child each day. Bookings must be made at least 24 hours in advance. Regarding payment, Eurocar will issue an invoice at the end of each month.

Eurocar is a private bus contractor with no connection to the school. Parents wishing to use this service should make their arrangements directly with the company. The school does not accept any responsibility for the service provided.