



PARENT HANDBOOK

2026-2027



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A Message from the Head of School

Welcome to Makuhari International School. Our Parent Handbook is divided into four main areas which address: our mission and overarching aims; our curriculum and support programmes; school information covering regulations and procedures, and key school policies.

MIS is committed to an international education in a fully bilingual context. Our Article 1 status allows us to nurture and celebrate Japanese language and culture, whilst also promoting global citizenship and lifelong learning. Reaching fluency in both English and Japanese will also give our students a tremendous advantage as they prepare for active roles in our ever-changing world. Our unique curriculum has been developed with this in mind, taking care to meet all of the aims and objectives of the Japanese curriculum whilst delivering lessons in English, using a range of teaching methodologies.

The cornerstones of a successful school encompass more than curriculum though, they also include facilities, teachers, students and of course parents. Hopefully, our parent handbook will make it easy to check on routines and policies. As the school develops, things change from time to time but we will keep you informed by our school communication platforms, should it be necessary to amend any of the contents of this handbook.

I look forward to meeting you during the course of the year and trust that we will continue to build on the strong partnerships that have already been established in the MIS community.

With best wishes,

Anthony Hall
Acting Head of School

Vision

Innovative Bilingual Education for an Ever-Changing World

The MIS vision is first, to be able to offer a top-quality education and give parents real choice – the choice to attend a bilingual school, where English and Japanese are valued equally, and whose diploma allows transfer to Japanese junior high schools as well as international schools. Second, to be in the vanguard of creating a new generation of internationally-minded students, primed to become future leaders in ever-changing society. Third, to serve and make a lasting impact both locally and globally.

Mission

Makuhari International School seeks to provide an outstanding education and inspire students to become life-long learners and responsible global citizens.

Aims

To offer a whole-child approach to education, ensuring that children are healthy, safe, engaged, supported and challenged.

To create a school climate where each child's unique skills can develop and flourish.

To nurture in student's international mindedness and model Japanese and world citizenship, and a desire to make a positive contribution to their communities.

To ensure a high level of proficiency in both English and Japanese for all students by teaching all the subjects in English by native international teachers except the "Japanese" subject.

To provide a quality education that will prepare students for access to the junior high school or international school of their choice.

To develop an international curriculum based on the Japanese national curriculum, modified where appropriate, and unique to MIS.

To use a range of teaching methodologies aimed at enabling children to think independently and use and apply their skills and knowledge in new and unfamiliar situations.

To make available a variety of enrichment experiences through extra-curricular activities, visits and special events.

To employ dedicated teaching professionals and support staff who are committed to the MIS mission.

The MIS Commitment to International Mindedness

We understand 'international mindedness' to mean:

- An understanding and celebration of the value of diversity, in all its forms.
- Empathy for those who are different, while retaining pride in one's own identity.
- Open-minded enquiry accompanied by critical thinking about what is discovered via that enquiry.
- Adaptability, or comfort with and the capacity to cope with rapid change. An understanding of the need for balancing interdependence with independence.
- An understanding that individuals can improve the state of the world, and an accompanying acceptance of the responsibility to take action to do so.

MIS believes that it demonstrates international mindedness and promotes international awareness and both global and Japanese citizenship in its students through its curricular and extra-curricular programs.

Our Story

Makuhari new city was originally planned to develop a commercial and residential zone built on the reclaimed land in Makuhari by Chiba Prefectural Government. Within this zone, sectors were identified for commerce, education, housing and recreation. In anticipation of the influx of international businesses to the area, the idea of creating an international school to serve this new community was explored. Chiba Prefecture and Chiba City subsequently asked the Ministry of Education to endorse a school model with a flexible curriculum and a core commitment to nurturing internationalism. In 2006, MIS's establishment was finally accepted under the School Education Act. Chiba's long-awaited dream came true when Makuhari International School opened its doors in 2009, at once becoming an attraction for returning Japanese families and the international community alike. MIS is pledged to continue to be true to this dream.

MIS – SUBJECTS TAUGHT

<u>Kindergarten</u> <u>1</u>	<u>Kindergarten</u> <u>2</u>	<u>Kindergarten</u> <u>3</u>		<u>Grades</u> <u>1-2</u>	<u>Grades</u> <u>3-6</u>
Japanese Objectives via ELG	Japanese Objectives via ELG	Japanese Objectives via ELG			
				English Year 1-2	English Year 3-6
		Maths Grade 1		Maths Grade 2-3	Maths Grade 4-7
				Japanese (Kokugo) Japanese Studies	Japanese (Kokugo) Japanese Studies
				ICT	ICT
				PSNS	Science
				Music	Music
				Art	Art
				PE	PE
				Creative Studies	Creative Studies
				Ethics	Ethics
					Social Studies
					Home Economics
					Integrated Studies

CURRICULUM

Our curriculum is based on the Japanese Curriculum. However, we recognise that children transfer to and from very many different school systems and bring with them a varied educational and cultural background. We therefore adapt the Japanese Curriculum to meet the needs of our international student body. In effect we cover the objectives of the Japanese Curriculum and teach it in a very international way.

Kindergarten

Kindergarten includes Kindergarten 1, Kindergarten 2 and Kindergarten 3 classes, with children from ages 3 to 6. Children in Kindergarten will have a slightly more flexible curriculum as well as hours. The curriculum is centred on:

Health - to develop a healthy mind and body, fostering an individual ability to maintain a healthy and safe life.

Human Relationships - developing self-reliance and fostering the ability to communicate with others in order to associate with and support others in society.

Environment - to develop children's ability to relate to the environment with curiosity and to incorporate this in their daily lives.

Language - to develop the ability to communicate thoughts and experiences and to listen to others and concentrate and pay attention to their words.

Expression - to develop enriched feelings and express thoughts clearly and creatively.

The curriculum is at times supplemented and enriched via the Early Learning Goals of the National Curriculum for England, Early Years Foundation Stage.

Grades 1-6

Elementary includes Grades 1-6, with children from ages 6 - 12.

Japanese for native and near-native Japanese-speaking children OR **Japanese Studies** for non-native Japanese-speaking children if their parents choose. (Japanese Studies includes simpler Japanese language as well as learning about Japanese culture and traditions.)

English to include Speaking and Listening, Reading and Writing.

Mathematics develops the full range of numeracy skills through covering the Japanese objectives as well as those found in the White Rose Maths curriculum that we utilize. These focus on the key areas of Number, Shape and Space, Algebra, Measures and Data Handling. Lessons develop strong mental arithmetic skills and compliment these through practical and written activities. Students at MIS are working a full year ahead of the Japanese learning objectives taught in public schools in Japan.

STEAM (Integrated Science, Technology, Engineering, Arts, and Mathematics) helps students develop innovative skills and understandings in our ever-evolving world. Lessons teach basic computing skills, the use of key programmes/apps, effective and appropriate work online, coding, and robotics. Technology is also integrated throughout the day via iPads, laptops, and interactive white boards.

Science (only for Grades 3-6) to include properties of materials, energy, nature, light, forces, electricity, life and earth, weather, plants, the body and the solar system.

Personal, Social and Nature Studies (only for Grades 1 and 2) to include learning about relationships with other people, and things around them through actual experiences and activities.

Social Studies (for Grades 3-6) to include History and Geography including social studies of other countries. Social Studies will develop the children's understanding of social life, how a peaceful and democratic society works and their responsibility within it. It helps the children foster a love and understanding of this country and the need to help preserve and protect the environment in which they live.

Music In music our main aim is to create and build upon a love and sensitivity for music from within Japan but also from around the world. It is also be our desire to cultivate the basic musical ability to be able to play various instruments and sing songs skillfully. We expect children to be able to appreciate and understand the musical elements of tone, rhythm, pace, melody, strength and weakness of stress, rhythm, flow, phrases, etc. that shape music, and become able to understand and explain what one has felt when listening to music.

Art The children will develop an understanding of the formative arts through using a wide range of materials. They will build an understanding of line, colour, texture and design through studying natural objects and record these observations through first hand observation and design ideas. They will consider how one can communicate through art and experiment making creations through various processes including pencil drawing and their control of various tools and techniques.

Home Economics (for children in Grades 5-6) to include learning about clothing, food and housing as well as taking part in activities such as sewing and cooking.

Physical Education Physical Education will help develop the children's confidence and abilities in using their bodies. They will learn how to move safely in their own and general space and have an awareness for others. Through a wide range of gymnastic skills, the children will learn how to

link actions, body shapes and balances with control and precision.

Social Emotional Learning and Ethics cover both discussion and work on students' well-being, moral issues and how children can contribute and understand more the society in which they live. Children learn the importance of relationships, responsible decision making, self-management, self-awareness, and social awareness.

Creative Studies to include preparation for school events and special subjects where there is emphasis on creative thinking and doing. This may also include student council activities, elective clubs or even 'house' activities which can be an interesting and competitive activity for students.

Integrated Studies (for Grades 3-6). This subject incorporates cross curricular and general learning. It gives children the opportunity to extend and develop further an area or subject in school linking it to work as a group or independent study with people of different ages. Learning will take place through teaching, volunteering, reflection, making presentations, debates, experiments, observations and through research and visits to various public facilities. Typical areas may include international culture, the environment, health, the community, Information Technology and Japanese Culture.

Children with Special Educational Needs

During the year we may decide to take a closer look at individual students if we suspect that there might be a learning challenge. If we then discover that supportive action is necessary, we shall inform parents accordingly. As parents, if you feel yourselves that your child might be experiencing some unexpected difficulties with his/her school work, please bring it to the attention of his/her class/subject teacher. Learning Support is nothing to be ashamed of: statistics suggest that about 10% of the population have some form of specific learning difficulty and about 4% are severely dyslexic. Therefore 1 in 10 children will experience some kind of learning difficulty at some time in their education. The sooner these difficulties are picked up, the sooner they can be remedied. It is therefore vital that we know of any history of learning support having been given to your child(ren). If you have not disclosed this as yet, please advise us as early as possible.

English Support (ES) Programme

We offer an English Support (ES) programme at MIS, not only via our ES Coordinator but also via teaching assistants and teaching staff in general. Children who need support will either be supported in class or taken out to special sessions for support.

Admissions and Enrollment

The procedures for enrollment are on the website (an Admissions Booklet is available to download) and also contained within the **Admissions Policy**.

Makuhari International School is open to all children who can benefit from the international education offered. The school will aim to admit children in each school year up to, but not exceeding the school's standard number of twenty (20) in Kindergarten classes and twenty-six (26) in Grades 1 to 6 classes.

The following requirement will be used to ascertain which children can be admitted to Makuhari International School.

1. Foreign Nationality (Non-Japanese) Children.
2. Dual Nationality Children.
3. Japanese Returnee Children.
4. Non-Returnee Japanese Children (limited spaces available).

In all cases, it is the expectation that at least one of the child's parents will speak and understand English well enough to take part in their child's education fully.

Makuhari International School's understanding of the wording 'dual nationality' is as follows:

A dual nationality child is a child having biological parents of different ethnic nationalities. Dual nationality does not refer to a Japanese child who was born abroad before returning to Japan.

Grade Placements

Kindergarten 1 - a child needs to be 3 years old when entering this class. The child can start only from the beginning of a new term, not on the day that she/he turns 3. Every child needs to be potty trained. We cannot accept children still wearing diapers. In the Kindergarten 1 class, there is no school uniform required. Children finish the day in Kindergarten 1 at 1:30pm.

Entry for April 2026:

Class	Age	Date of Birth Between	UK System
Kindergarten 1	3-4	2 April 2022 - 1 April 2023	Nursery
Kindergarten 2	4-5	2 April 2021 - 1 April 2022	Reception
Kindergarten 3	5-6	2 April 2020 - 1 April 2021	Year 1
Grade 1	6-7	2 April 2019 - 1 April 2020	Year 2
Grade 2	7-8	2 April 2018 - 1 April 2019	Year 3
Grade 3	8-9	2 April 2017 - 1 April 2018	Year 4
Grade 4	9-10	2 April 2016 - 1 April 2017	Year 5
Grade 5	10-11	2 April 2015 - 1 April 2016	Year 6
Grade 6	11-12	2 April 2014 - 1 April 2015	Year 7

The Use of English in School

It is our policy that our students should speak in English as much as possible throughout the school day. All lessons (with the exception of Japanese and some Social Studies lessons in Grades 5 and 6) are taught in English by native English-speaking teachers; as are clubs, assemblies and all other school activities (again with the exception of those offered/presented in Japanese). Please understand that as we want to facilitate students' understanding of key concepts and skills, bilingual-supportive practices such as translanguaging - where multiple languages are used to foster easier or deeper understanding - will be implemented. During lunchtime and morning breaks when children are playing independently, they may wish to speak in Japanese or English as we value and foster bilingualism. Initially, for some children speaking English all day will be very difficult and a few minutes at break, speaking in their native tongue can ease stress and relax them. Please understand that as our Vision states, we want to focus on your family's choice to attend a bilingual school, where English and Japanese are valued equally, and whose diploma allows transfer to Japanese junior high schools as well as international middle schools.

We believe this approach to be right and is in line with many quality, bilingual international schools.

We also believe very strongly that all visitors to the school, including parents, should speak English as much as possible whilst in school and especially whilst in contact with children. This sets a good example and teaches as well as reinforces to children that English the core developing language whilst at MIS.

Staffing

Staff and class assignments will be published separately. All teaching staff are trained teachers and hold teaching qualifications in their home country as well as holding temporary Japanese Teaching Licenses.

Please note that we expect all teachers to address parents formally (Mr. ... or Mrs....) and expect parents to reciprocate this. We believe this maintains a professional relationship and sets an example to the children. Teachers will make every effort to be consistent in their dealings with all parents at all times and we politely request for parents to respect this.

Calendar and School Holidays

The academic year starts in early April and ends in late March. There are three terms and the holiday dates are set in such a way as to try and make these three terms of comparable length. Term dates are available on the Calendar page of the website. Holiday dates are published well in advance. Please note them and abide by them, arranging your family holidays to coincide with school holidays. Absence from school because of family vacations taken on school days is disruptive to the students' education.

Timings for the School Day

Every activity within the normal school timetable is compulsory. If a student is excluded from any activity, he/she must have a letter from their parents or a medical certificate, which must be handed to the class teacher or school office.

Timetables exist for all classes and you will be given a personal copy of your child's class timetable at the beginning of the school year. The school day is strictly from 8:50am until 3:20pm (except for Kindergarten 1 which finishes at 1:30pm) with clubs operating from 3:30 to 4:10pm. Periods are 40 minutes long, some of which may be double lessons. Morning break lasts for 20 minutes, typically starting at 10:20am in Elementary and 10:40am in Kindergarten, and the lunch break typically runs from 12:00 until 1:00pm in Elementary and 12:20 – 1:30pm in Kindergarten.

Lateness is disruptive to your child's day and to the class routine. We appreciate occasional lateness is unavoidable but consider persistent lateness to be unacceptable. We ask all parents to get children to school between 8:20am at the earliest and 8:45am at the latest, allowing them time to get ready for a prompt start of class at 8:50am. Children arriving will go straight to the playground where they will be supervised then collected by teachers at 8:45am. In the case of heavy rain, children will be admitted into class from 8:20am. We ask parents not to come into the school campus with children in the morning.

If a child misses morning registration, he/she must report personally to the school office to register their presence at school. This is for security reasons, namely so that in an emergency we can account for everybody present on site. Similarly, if a child has to leave school early, he/she must sign out at the school office for the same reason. No child will be allowed to leave early unless we receive notification from a parent.

Kindergarten 1 classes finish at 1:30pm. When parents come to collect their child, they wait until 1:30pm at the school gate where the children will be brought to them. If the parents are going to be later than 1:30 pm, they must notify the office so that they can reassure the child and inform the supervising staff member.

Normal school finishes at 3:20pm. It is important that each class is able to end the day in an orderly way; this is not possible if children are being removed early. If, under special circumstances, a parent needs to remove a child early on a particular day, please notify us via the Renraku app (Chimelee) by 9:00am on the day, or if after 9:00am by calling the school office. This will help the class teacher can be prepared for the early departure (for instance by making sure that the child has completed tasks and been given homework, if appropriate).

Children exiting school at 3:20pm will be taken to a club, to the school bus, to the school gates, or to After School Care where parents may meet them later. **Children leaving school alone (including by foot, by bike or by public transportation) and children using the school bus who will go home alone from the bus stop need to submit a 'Going Home Alone Form' in advance.** Kindergarten students are not allowed to come to school or go home alone. They must be accompanied by a parent or guardian. If they are school bus riders, this includes drop off and pick-up from the bus stop. If your child is to be collected by someone other than yourself, or their usual contact, you must inform the school.

All children have 'Going Home Tags' to fill in each month which clearly state how a child is going home at the end of the day. These tags are displayed on the school bags and are given out by the office at the end of each term.

Please note that if your child is not picked up by 3:30pm they will be taken to the After School Care and parents will be charged for this service. The Head, Deputy Head, teachers and teaching assistants all have commitments after school and will not 'wait around' with your child after this time.

Equipment for School

We provide all the writing books and paper needed in school. We also provide pencils and colouring pencils for children in classes up to Grade 4. As children get older, many will want to have their own pencil cases. All students in Grade 5 and above must have their own writing and drawing instruments (pens, pencils, colouring pencils, etc.), as well as such items as a ruler, eraser, pencil sharpener, and so on. Older students will require further mathematical equipment and a scientific calculator. Guidance will be provided by the teachers. All personal items brought to school should be marked with the child's name. The school cannot take responsibility when equipment is lost, if it has not previously been marked with the child's name.

School Lunches and Snacks

There is currently no provision for cooked school meals on the school premises. Students should bring food into school to eat at morning break and/or lunch time, or parents should order food from the school lunch provider. Please contact the office about this. Please do not send in carbonated drinks or drinks in glass bottles. Chewing gum is not allowed at school. If your child has a special dietary requirement or any food allergies (nuts etc.) that the school needs to be aware of, for instance for medical or religious reasons, the class teacher and office should be informed in writing. It is not permitted for students to have food delivered to the school without permission. As a school we promote healthy eating and would kindly request that school lunches and morning snacks reflect this. Please be aware that we do NOT accept children eating snacks on the way to or from school.

Water Bottles

Students need to drink plenty of water during the day for their good health. We have numerous water fountains throughout the school. It is most convenient if all students have their own clearly labelled water bottles, with sealable lids, that can be refilled at appropriate times during the day, and used as and when needed.

School Buses

There are school buses running from various routes including: Urayasu, Shin-Urayasu, Tsudanuma, Funabashi, Chiba, Inage and Baytown following various routes to school. Bus routes may be added or discontinued due to demand from students. Please see the Transportation page on the school website or contact the school office about further details, pricing, and timings.

Going Home Tag

The Going Home Tag is a very important tool for sharing information on how your child will go home each day. Parents must complete the tag on monthly or termly basis. Put the tag in the tag case attached to your child's backpack. School bus users, please ensure that the school bus usage information in the Renraku app (Chimelee) matches what is written on the tag in your child's backpack.

Fee Payment

Fees	Amount	Due Date	How to Pay
Entrance Fee	¥ 200,000	Paid once on enrollment	Bank Transfer
Maintenance Fee	¥ 400,000	Paid once on enrollment	Bank Transfer
Tuition for Kindergarten 1-3	¥ 1,380,000	Paid annually in three installments. Payments are due at the end of June, October and March	Bank Withdrawal
Tuition for Grades 1-6	¥ 1,740,000	Paid annually in three installments. Payments are due at the end of June, October and March	Bank Withdrawal
Bus Fee (optional)	Depends on Route	Same as tuition	Bank Withdrawal
Disaster Prevention Hoods	¥ 3,600	End of the following month of enrollment	Bank Transfer/ Bank Withdrawal
ASC Fee	¥ 350 per 30 min	End of the following month	Bank Withdrawal
Yearbook Fee (optional)	¥ 8,000	End of October	Bank Withdrawal

- Fees are subject to change annually.
- We may ask you to pay other fees when they are necessary. (ex. G6 Snow Trip, G5 Residential Trip)
- If there are any difficulties to use bank withdrawals system, please contact us in the office.

We would like to ask parents to pay the school fees and tuition through bank withdrawal.

Please fill out the information on the Application Form for the Bank Withdrawal and return it to the office. Please note that the bank only accepts forms written in Japanese.

We will start bank withdrawal from your bank account after you submit the Application Form for the Bank Withdrawal to the office. It takes approximately 3 months to initiate bank withdrawals. Until then, we will issue an "Invoice", after which you will transfer the fees to our school bank account. Please note that should any information not be filled in correctly on the form, this may cause an initial delay in using this system. Should you have any questions, please feel free to contact us in the office.

Once bank withdrawals start, the school fees will be withdrawn on the 27th of each month. (If the 27th falls on a weekend or national holiday, it will be withdrawn the next business day). As we send you a "Withdrawal Notice" by the middle of the month, please confirm that there are sufficient funds in your bank account prior to the 27th.

After School Care

After school care service (ASC) is run by staff who form an important part of our school network. The role of this service is purely supervisory and your children will not be receiving extra educational tuition. This facility is open strictly to all children who attend our school and runs from 1:30pm-6:30pm for Kindergarten 1 and 3:30pm-6:30pm for all other year groups. For this service, parents will be charged 350yen per session of 30 minutes or part of. K1 children who are waiting for school buses will be supervised without charge until the bus departs at 3:30pm. In case of personal pick up following the parents' decision, this exemption will not be applicable.

If you wish to use the ASC, please reserve ASC from the 'MIS Online Reservation Service.' Reservations must be made 3 school days before you actually require the service.

The ASC cannot be used if a child is absent or leaving early from school during the day. Children who use the ASC after 4:30pm should bring their own snacks.

Clubs

There are a variety of clubs available to all children aged from Grade 1 upwards (K3 upwards for some externally-offered clubs). These are mostly free of charge. These run from approximately Week 2 of each term until the second-to-last week. Parents receive a message and online sign-up form during the first week of each term after which we will confirm if a place has or not been granted. Please note that every effort will be made to facilitate children into clubs but in the case of clubs being oversubscribed there may not always be places available. Please note that children should want to attend clubs and not be forced into doing so as an alternative to After School Care. By attending a club, they may be preventing another very eager child from attending. Clubs are an extension of the school day and we believe that once signed up, children have a responsibility to attend that club every week. Students who do not attend school during the day may not attend clubs after school. It should also be noted that staff often spend a long time preparing for clubs and we consider it a matter of courtesy that they are informed, by the parents, if they are unable to attend for any reason.

Responsible Technology Use

As a school, we recognise that under certain circumstances, the internet can give children access to undesirable information and images. As a school we will do all that is possible and ensure children are protected from such information through the use of security software, limiting of features, and the construction of our school network. In school, children are taught to use technology responsibly and with proper consideration for others (digital citizenship). We strongly recommend that parents using the internet at home with children, develop a similar set of rules. Please carefully read the Responsible Technology Use Agreement that is appropriate for your child's level. The purpose of these Responsible Technology Use Agreements is to communicate the expectations of our learning community related to technology. It is essential that all elementary children and parents read, understand, accept, and sign these required agreements. In signing this agreement, you indicate your acceptance of these guidelines.

Absence/Coming Late/Leaving Early

Please notify us of absences, late arrivals, or early pickups via the Renraku App (Chimelee) by 9:00am on the day. For any sudden absence, late arrival or early pickup after 9:00am on the same day, please contact the office by phone. Students who do not attend school during the day may not attend clubs after school or After School Care.

Field Trips and Outings

Trips within the Makuhari region that are wholly within school time will be announced in a letter or via Seesaw. A permission slip is not necessary as a general permission slip for children to be able to make trips out of school by foot will be signed at the beginning of the year. Trips outside normal school hours will require the completion of a permission slip. If no permission slip is submitted for these trips that will mean no trip for that particular student.

Reports and Parents' Evenings

All students receive school reports three times during the school year, towards the end of each term. Teachers also write Japanese-style Article 1 Reports for children at the end of the year. Formal Parent Teacher Conferences are held twice during the school year to facilitate in-depth discussions about each student's progress. It is important that parents attend such sessions in order to facilitate better communication between the school and home.

Newsletters

Our Newsletter, Nanohana, is issued monthly, typically on the last Friday of the month. We will notify you when it is posted on our website. The school also has a Facebook account and these can

be accessed via the school website. The PTA also produces periodic newsletters which may also be used to announce events, contributions, and achievements.

Homework

Homework is an integral part of the school curriculum. Children across Kindergarten and Elementary are expected to read nightly, often from a guided reading book assigned by their teacher that is at their readability level.

Additionally, in the Elementary, children will be given a homework task each Thursday on Seesaw which will revolve around either the teaching of phonics and vocabulary until the completion of phonics Letters & Sounds Phase 6; or spelling strategies from the Schofield & Sims scheme of work. The weekly spelling strategy focus can be introduced during, and form the bulk of, the weekly spelling session.

- Grades 1 & 2 – Homework will be based on vocabulary words until the completion of Phase 6 phonics as a class. When Grade 2 complete Level 6 phonics, they will then move to spelling strategies from the Schofield & Sims. Additionally, there will be homework in math as well as assignments related to areas of the curriculum being studied.
- Grades 3 & 6 – Homework will be based on strategies and spelling rules from Schofield & Sims scheme depending on the Grade level. Children will be taught a strategy each week which will then have a matching homework task which will be assessed the following Thursday. Additionally, there will be homework in math as well as assignments related to areas of the curriculum being studied.
- Japanese homework is assigned daily at the Elementary level.

Should your child have difficulty with their homework, they should let their teacher know, either in class or on Seesaw, so that the teacher can effectively support them.

We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it is necessary (if they understand the homework skills being used), and to provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by reading with their child regularly, and by discussing the work that their child is doing. We ask check and provide feedback on Seesaw at least once a week.

Contacting a Teacher

As a parent/guardian, the school acknowledges the importance of your role in your child's education. We believe that contact and communication between parents and teachers is very important. We ask that should you have questions or concerns about any class- or student-related matters, that you use the Seesaw Family app's messaging tool and contact your child's teacher first before contacting the office. Your child's teacher knows him/her (and their classmates) the best and is most able to accurately answer your query or solve any concerns that may arise. In alignment with our MIS Parent Positive Engagement Expectations, we ask that you assume good intentions and keep an open mind, as often how things are reported by a child are not exactly as they occurred. If you contact your child's teacher directly, they can take the time to look into any issues and get back to you directly. We also ask that you give our teachers a reasonable amount of time to respond to a message that you send them. Our teachers' number one priority will be the teaching and learning in the classroom as well as looking after students' well-being; therefore, please understand that they are very busy during the school day. Our guidelines for communications state that teachers are asked to message back to parents within 24 hours whenever possible, on weekdays between the hours of 8:00am-4:30pm. We appreciate your cooperation with these expectations. If you would like to meet face-to-face with a teacher, we ask you to make an appointment with them in advance by messaging them on Seesaw to set up an appointment. If in any doubt, please message or meet with a teacher. Small misunderstandings can lead to bigger worries.

Parent Helpers

As a school, we very much welcome parental help as and when it is required. Examples of this may include educational visits, sharing their occupation in connection with our PSNS curriculum, transport to and from sporting events, involvement at school events, and assisting children with their work. Please see the **Guidelines for Parents Helping in School** which can be sent home on request. Parents who help out in school on a regular basis will not normally work in the classes their own children are in. (This does not apply to educational visits). It is extremely important that parents realise that when helping in school they are expected to speak in English at all times as an example to the children. Please also see the **MIS Parent Positive Engagement Expectations**.

Parent help on trips is greatly appreciated, particularly for the younger age groups. If we receive too many requests, we will keep a record and give parents the opportunity to accompany trips on a rota basis. Parents are requested not to show up unannounced as this impacts on the logistics of transport spaces, pre-arranged supervising groups, and briefings on safety. Remember, that if you are not chosen for a trip, you will likely get a chance on future trips.

Gifts from Parents

We understand that, on occasion, parents may wish to show their appreciation to a teacher with the presentation of a gift. As a rule, gifts from individual parents should not have a value of more than ¥5,000. Commonly parents of a particular class may pool money from all of the parents in the class, in which case the group gift may exceed ¥5,000.

Assemblies

Throughout the year each class will be involved in class (and other celebration) assemblies. Parents are most welcome to these events and will be given notice of these events via the class teacher and the school events calendar, when possible.

School Dress Code

Students should wear clothes that conform to the uniform guidelines, including Physical Education lessons. As children go outside at break times (unless it is raining or snowing heavily), they should be sent to school with outdoor clothing appropriate to the weather. Makuhari International School uses both **Kanko Shop Higashi Nihonbashi Ltd** and **Top of the Class** for parents to purchase different parts of the school uniforms. The school dress code items must be checked and ordered via the links on the 'Uniform' page of the school website and **similar looking substitutions should not be used**. In Kindergarten 1, children should have a complete change of clothes stored at school in case of emergencies. Winter uniform is worn from October and the summer uniform is worn usually from after the first half-term holiday in May.

IMPORTANT: PLEASE NOTE THAT ALL UNIFORM ITEMS SHOULD BE NAMED, INCLUDING COATS AND BAGS.

Hair should be smart and presentable at all times. Long hair below collar length will need to be tied back in certain lessons where safety is a concern, such as PE and Science.

Make-up is **not** permitted. Jewelry is **not** allowed unless parents have specific permission for religious or other important reasons and are given permission by the Head of School. As a rule from the Chiba International Swimming Centre, ear studs that can't be removed for swimming, should be covered with a sticking plaster.

Electrical devices are not allowed to be brought into school and will be confiscated by the class teacher should this happen. (mobile phones are permissible for Elementary students – see below.)

Belts, if worn, should be plain and dark.

Students should wear all black leather or artificial leather shoes or all black sneakers to school. Socks should be black and plain. There is not a specific type of shoes and socks for K1 students, but shoelaces are not recommended. We ask for all black shoes at all times children are

representing the school – even when travelling to and from the school. Indoor PE shoes are kept in the gymnasium lockers. Wrist bands/multiple bangles and body piercings are not allowed.

For Kindergarten 1- Though all children are expected to be toilet trained; under the stress of the first few days, accidents do occur. After the first two weeks there will hopefully be no more problems. If a child continues to have trouble after that, we will ask that he/she be temporarily withdrawn. All children's clothing (including underwear) and shoes should be marked with their name. Shoes, including indoor shoes, should not have laces.

Mobile Phones

Children will not have any access to mobile phones during the school day. If students bring mobile phones to school these should be given to the class teacher for safe keeping during the day. Should parents need to communicate with their child during the day this should only be done by calling the office and leaving a message.

Lost Property

All lost property will be handed into the office where it will be kept for a short time. At the end of each term, all items not collected from the Lost & Found will be donated or discarded.

Art Lessons

For art lessons, all children are required to bring and store in school a suitable apron/smock or old shirt that can be used to cover school clothes. No art will be undertaken at the school without such protection. It is suggested that such an apron or old shirt is brought to school at the beginning of the term and left at school until such time as it needs cleaning.

Pupil Information Update

Please ensure that the office is promptly informed, in writing, of any change of address, emails or phone numbers by submitting 'Change of Details Form' which can be downloaded from the Parents page of the school website. **This is very important as we need to be able to contact you if there is an emergency.**

School Doctor, Medical Care, and Emergency Procedures

If your child has any medical condition, we must be informed in writing so that we can act in an appropriate way if an incident should occur. We have a full-time qualified School Nurse who is able to look after the health and wellbeing of students. The School Nurse is for children attending the school and not for any children who do not attend Makuhari International School. Parents may consult with the School Nurse for advice about their children's health as well as general medical advice relating to life in Chiba and Japan. It is important that you advise the school of any change in your child's medical information, especially regarding allergies you disclosed at the time of admission.

Medicines at School

If parents wish to request the administration of medicines by the School Nurse, they must complete an 'Authorisation for the Administration of Medication' form. The form must be signed and stamped by the prescribing physician. Both the completed form and the medication, in its original container, must be taken to the School Nurse.

Applying eye drops and ointment are allowed to be administered by students if they prefer to do it by themselves, but the form described above must be completed in the same way; however, the form will indicate that the student will administer the medicines by him/herself. Students must take medicines in front of the School Nurse.

Students may not bring any medication that has not been cleared by the School Nurse. Remember to update your child's medical history forms as needed.

Sickness

Owing to the risk of infection we are unable to take care of sick students. You will need to keep your child at home if he/she shows any of the following symptoms:

- A fever of 37.5°C or higher
- Eye symptoms, including redness, swelling, or discharge
- Unidentified rash
- Nausea, vomiting, or diarrhoea

The school accepts absences in the event of family emergencies and religious holidays. Dental and medical appointments should be arranged, where possible, so that they do not conflict with school hours.

If your child becomes ill during the course of the day, you will be notified and the child will be isolated from other students until collected. In the event of an emergency, all efforts will be made to contact parents/guardians. However, in their absence, the school will seek medical or other advice and act as it sees fit, in the child's best interest.

Head Lice

Lice, although rare, can become a problem in a small environment if not regulated. Students playing together at close contact are often more susceptible. We, therefore, ask all parents to help us in avoiding this problem at school by checking your child's hair frequently and maintaining clean hair. There are many effective preventive lotions and strong shampoos which eradicate lice eggs quickly. We will notify you if we suspect your child to have head lice. In confirmed cases, a letter will be sent to the children in the class.

Suspension of Attendance due to 'School Communicable Diseases'

The illnesses in the table below show a list of 'school communicable diseases'. Your child should not come to school while there is a risk of such a disease infecting other students as per Article 19 of the School Health and Safety Law (*Gakkou Hoken Anzen Hou*). You should follow the treatment and directions given by a doctor. After recovery, your child should come to school with a report filled out by your doctor. For influenza and COVID-19, we ask parents to complete and return the "Influenza Treatment Report" when your child returns to school.

	Name of Illness	Standard Period of Suspension of Attendance (Approximate)
Secondary	Influenza	Until five days have passed after symptoms appeared, and two days (it is three days if a small child has) will pass after the fever ended.
	COVID-19	Student attendance is prohibited for 5 days counting from Day 1 and one day has passed after symptoms have recovered. Day 0 is when symptoms first appear or an asymptomatic student takes a test.
	Whooping cough / Pertussis	Until a characteristic cough disappears, or until the medical treatment by the proper antibiotic preparation for five days is completed.
	Measles	Until three days have passed since the fever ended.
	Mumps / Epidemic Parotiditis	Until five days have passed and your child's general state becomes good, after the swelling of the period disappears.
	Rubella / German Measles	Until rashes disappear.
	Chicken pox	Until all rashes scab over.
	Pharyngoconjunctival fever (Pool fever)	Until two days have passed since any major symptoms disappeared.
	Meningococcal meningitis	Until the school physician or another medical doctor determines that there is no risk of transmission based on the condition of the disease.
	Tuberculosis	
Thirdly	E. coli infection (bacterial infection causing intestinal hemorrhaging)	Until the school physician or other medical doctor determines that there is no risk of transmission based on the condition of the disease.
	Pink eye • Epidemic keratoconjunctivitis • Acute hemorrhagic conjunctivitis	
	Streptococcal infection	
	Hepatitis A	
	Infectious Gastroenteritis	
	Mycoplasma Pneumonia	
	Erythema infectiosum	
	Herpangina	
	Hand-foot-and-mouth disease	
	Impetigo	
	Epidemic vomiting diarrhea	

Absence from Physical Education/Swimming

Physical Education is an integral part of the curriculum. All children up to Grade 6 are required to participate according to the school timetable. If your child cannot participate in PE on a particular day, for whatever reason, a doctor's note must be sent to the school – in general, if a child is well enough to attend school then they must participate in PE, including swimming. Absence from PE for a prolonged period may only be for a genuine medical reason and a letter accompanied by a doctor's note must be sent to the school.

Library

Students should read as much as possible in English. Children are encouraged to choose a book from the school library weekly during their time in the Library-Media Centre. Please help your child by reminding them to read at home. Children are also expected to read books from our Reading Program on a nightly basis.

Toys, Games and Other Personal Property

The school cannot accept responsibility for loss or damage to any personal items. Consequently, we ask that valuable or irreplaceable items are not sent to school. No electrical items should be sent to school except at the request of the class teacher. If a student needs to have a mobile phone at school, it must be switched off for the entire school day (including lunch time), given to the teacher, and permission of a teacher should be sought before use. All items sent to school must be marked with the student's name.

Helping Your Child Adjust to a New School

MIS understands that sometimes parents/guardians have as hard a time adjusting to their child's new situation as children do. We want to do all we can to make this adjustment easy and pleasant for you and your child.

Please get acquainted with your child's teacher and provide any relevant information you feel the teacher should know about your child. It is important for your child to sense that you have confidence in the teacher and that they feel their teacher knows about them and understands them.

Some children spend the first week or so observing other children study/play before actively joining in. On the other hand, some children may appear over-confident. They will soon feel comfortable as they learn the new give-and-take of social situations. Children adjust in different ways. Some cry at first and should be allowed to do so, not admonished to "be a big boy or girl, and stop crying". The teachers will comfort your child and wait until he/she is ready to participate before encouraging him to get involved in an activity. It usually doesn't take long for some enticing play activity to attract the child into participation.

In any adjustment, communication is the key to success. Do not hesitate to contact the teacher if you have any queries or requests by sending them a message via Seesaw.

Parking and Traffic Flow outside the Main Entrance

For the safety of all children and parents, we ask that you do not leave your car unattended outside the school gates. We also ask that you do not park your car in the school car park without first getting school permission. If a different driver takes your child to or from school, please ensure the school office is aware. There is heavy traffic flow outside the main gate at the beginning and particularly at the end of the school day. We ask for your cooperation in making the road outside our school safe for all users. If you are a parent who wishes to drop off and pick up your child by car in the MIS parking lot, you will need to complete an application. If dropping children off, please drive into the school car park to drop them off. When picking up your child by car, please come into the school car park.

Parent Teacher Association (PTA)

Are there any parents out there keen to become part of the Parent Teacher Association? We already have a vibrant organisation operating at the school. Our aim is to connect the MIS community via events as well as to support student success by raising money for the school. Please visit the MIS PTA website at <https://www.mispta.com/> or contact us at contact@mispta.com.

Withdrawing (Leaving) from School

Please contact the office to receive a "Leaving Form." Without a completed and approved Leaving Form, we cannot stop the automatic withdrawal of school fees or prepare the necessary documents, such as Article One reports/records, for the new school. Once you have decided on the last day of attendance (leaving date), please complete and submit the Leaving Form to the office promptly. The Leaving Form must be submitted at least two weeks before the leaving date. Please note that the leaving date on the Leaving Form cannot be backdated to a date earlier than the submission date, and tuition fees (monthly payments) will continue to be charged until the Leaving Form is submitted and approved.

Key School Policies

MIS Policy on Teaching and Learning

Introduction

At Makuhari International School, we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their unique skills and abilities to their full potential.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings and others' cultures;
- nurture in students international mindedness and model Japanese and world citizenship, and a desire to make a positive contribution to their communities.
- enable children to understand their community, and help them feel valued as part of it;
- help children grow into reliable, independent and positive citizens;
- offer a whole-child approach to education, ensuring that children are healthy, safe, engaged, supported and challenged;
- ensure age-appropriate proficiency in both English and Japanese for our students;
- make available a variety of enrichment experiences through extra-curricular activities, visits and special events;

Effective Learning

Research tells us that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (e.g. mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel healthy and safe and also feel that they belong; further, they enjoy being challenged, enjoy learning, and know that they will succeed.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning;
- it should give pupils the 'big picture' of the lesson;
- all lessons will have a clear format including sharing the following information:
 - ✓ **What** are we learning today (WALT)/**Why** are we learning this (WALT)
 - ✓ **What** I am looking for. (WILF)
 - ✓ **How** I will know you have learnt this?
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- lessons are not vehicles for teachers to talk - allow children to talk.
- lessons should allow opportunities for the pupils to build up their own understanding through various activities;
- lessons should allow opportunities for the children to review what has been learnt;
- lessons should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- teaching should indicate what the next step in the learning will be.

We offer opportunities for children to learn in different ways. Among other things these include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- watching media and responding to musical or recorded material;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way in which they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

Effective Teaching and Learning

- When we are teaching, we focus on **motivating** all the children, and **building on** their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.
- We use the school **long term plan** to guide our teaching. This sets out the aims, objectives and values of the school, and details what is to be taught to each year group.
- Teachers make **ongoing assessments** of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children.
- Teachers evaluate the success of lessons by observing their children, studying assessment data and noting unprompted use and application of newly acquired skills and knowledge. In this way, teachers reflect on **feedback** in order to adjust planning as appropriate.
- We strive to ensure that all tasks set are appropriate to **each child's level of ability**.
- When planning work for children with special educational needs, teachers modify teaching and learning as appropriate for children to both support them and challenge them.

We set **academic targets** in English and Maths for the children during the year, and we share these targets with children and their parents/carers via termly reports.

- We **plan our lessons** with clear learning objectives. We take these objectives from the Japanese National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.
- Each of our teachers makes a special effort to establish **good working relationships** with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities.
- All of our teachers follow the school policy with regard to **children's behaviour**. The class code of conduct, **Golden Rules**, is a behaviour expectation for all children. **We praise children** for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines on 'consequences' as outlined in our policy on behaviour.
- We try to ensure that all tasks and activities that the children perform are **safe**. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers before the visit takes place.
- We deploy **class assistants** in some areas. Sometimes, they work with individual children, and sometimes they work with small groups in order to support learning.
- Our classrooms are attractive learning environments. We change **displays** at least once a term, so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their work at some time during the year. All classrooms have a range of dictionaries and of both fiction and non-fiction books, as well as displays relating to literacy and numeracy. We also use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.

- All of our teachers **reflect** on their strengths and weaknesses, and plan their professional development accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- We conduct all our teaching in an atmosphere of **trust and respect** for all.

The Role of the Leadership Group

Our Leadership Group (Head of School, Deputy Head of School, Japanese, Kindergarten and Elementary Coordinators) determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's performance management processes, the termly Head of School's report to the Board of Directors and a review of the inservice training sessions attended by staff.

The Role of Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all that we can to inform parents and carers about what and how their children are learning:

- by holding parents conferences, 'meet the teachers' evenings, or coffee mornings to explain our school strategies for literacy, and other areas of the curriculum;
- by sending information to parents and carers, at the start of each term, which outlines the topics that the children will be studying during that term at school;
- by sending parents and carers termly reports in which we explain the progress made by each child, and indicate how the child can improve further;
- by explaining to parents and carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to keep communications between home and school open, with regular checking of the communications book, website and letters that are sent home;
- to use the communications book as the primary means of communicating with the class teacher.

MIS Behaviour Policy

At MIS, we promote positive behaviour management. We believe that all pupils have a right to develop in an environment where they feel safe and are treated with respect. We believe that high expectations of behaviour and constant scaffolding from staff will help to develop self-esteem and encourage them to become confident, independent learners.

MIS takes an approach to behaviour management which promotes positive behaviour through:

- Praise and positive attention
- A consistent whole school approach to praise, reward and consequence
- Teachers and Teaching Assistants playing an important part as positive role models
- Allowing pupils to develop as individuals within boundaries

Note: Individual classroom rules are not required – please see the table below:

MIS Golden Rules	
Kindergarten	Elementary
We are kind and gentle	We are kind and gentle
We speak only the language that the lesson is being taught in.	We speak only the language that the lesson is being taught in.
	We listen
We look after our toys	We look after property
We try our best	We work hard
We tell the truth	We are honest

Whole School Expectations

Area	Staff Expectations	Pupil Expectations	Rewards	Consequences
Corridors	- All staff take responsibility for all pupils not just their class. - A line of children should have one adult at the front and one at the back, if possible.	- Walk quietly in single file. - Be mindful of learning taking place - Enjoy/ respect displays. - Be considerate of the movement of others.	- Verbal praise - House Points	- Go back and walk - Teacher intervention. - Practise at playtime with an adult to supervise.
Assembly	- Teacher is responsible for taking their class to assembly and throughout the assembly. - The senior teacher taking assembly is responsible for sending out the classes. - Teachers and TAs to set an example by not talking. - Mobile phones are to be turned off.	- Enter and sit down quietly. - Always listen carefully. - Wait to be dismissed class by class.	- Verbal praise - House Points - Class sitting most sensibly exits first	- Teacher intervenes to 'shush' child - Class lining up practise during playtime.
Playground	- Staff to arrive on time for their duties or to organise cover if there is a possibility of being late. - Children to be supervised in the playground. - Staff to walk around, not stand in one position. - Staff member in the playground to pay particular attention to the climbing frame. - Be vigilant at all times.	- Adhere to Golden Rules - Litter is placed in bins. - Children remain in the playground. - Seek permission from an adult before going to the nurse or office.	- Verbal praise - House Points	- Teacher intervention - Apply time out.
Wet Playtimes and Lunchtimes	- Teacher on duty calls wet play. - At the beginning of the year, teachers explain what their classes may use during wet play. - Duty wet play teachers take responsibility for monitoring designated areas.	- Adhere to Golden Rules.	- Verbal praise - House Points	- Apply agreed consequences (see relevant tables below) - Teacher intervention

Whole School Rewards

Reward Type	Suggestions
Praise	There is no substitute for meaningful praise in the classroom. It is important to clarify why the child is being praised. 'Well done, Yuki. I love the way you are listening.' or 'Great work, Rin. You put your hand up and waited until I asked you.'
House Points	On entry to the school all children and teachers are allocated to a House Team, House Points are awarded from Kindergarten onwards for both achievement and behaviour. House Points can be given by both teachers and TAs at their discretion, however, House Points cannot be taken away as a consequence. House Points are <i>not</i> linked to 'Star of the Week'. In each classroom, the House Point system should be visible, accessible and child friendly.
'Student of the Week'	Decided by class teachers and awarded in assemblies. One child per class per week. Every child from each class should receive one during the year.
Class Tidy Competition	This is a group prize awarded weekly for having the tidiest Upper-Lower Elementary classroom.
Golden Time	This is a weekly reward for keeping the Golden Rules. Refer to tables below.
Share with parents	This can be done informally at the end of the day when the child is collected or by a note in the diary, an email or a phone call home.
Whole class rewards	These could be accumulative, for example, pebbles in a jar, beads on a string, raffle tickets etc. Rewards could include extra playtime, Golden Time, responsibility, etc.

Positive Behaviour Management in Kindergarten

Personal, Social and Emotional Development is one of the prime areas in the Kindergarten Curriculum. Children feel safe and secure, and flourish and learn best when their personal, social and emotional needs are met, and where there are clear and developmentally appropriate expectations for their behaviour. All Kinder teachers and TAs are expected to model behaviour that they would expect from the children and to be consistent in their approach to the management of behaviour.

Positive Reinforcement	Action by teacher
Regular praise and reinforcement of good behaviour	- Praise positive behaviour as much as possible e.g. comment positively on considerate behaviour such as kindness and willingness to share. - Share success and achievement.
Children under 3 years of age	- Children under 3 should be supported with developmentally appropriate strategies in dealing with inconsiderate behaviours, which may include tantrums, biting or fighting. - Practitioners recognise that very young children are often unable to regulate their own emotions and require sensitive adults to help them do this. - Practitioners are calm and patient, and offer comfort to intense emotions, helping children to manage their feelings, through talking about them and promoting understanding. - If tantrums, biting or fighting are frequent, practitioners try to find out any underlying cause (e.g., changes/upheavals at home, changes in carers, separation anxiety). - Practitioners focus on building strong relationships to provide security for children.

Children of 3 and above	- Initially the only intervention required may be to distract a child and re-direct his/her attention to encourage positive play. - Ignore attention seeking behaviour unless it is causing harm or danger. - Talk with children to obtain a clear picture of their viewpoint in any conflict. - Ask a child how s/he thinks the other feels, to encourage empathy and then to make amends. - Challenge excuses through discussion and reasoning. - Encourage children to tell an adult if they are hurt, or see another child upset. - Support friendship issues by actively encouraging and modelling co-operative and collaborative activities with other children. - Give 3 minutes 'Thinking Time' to reflect on inappropriate behaviour/choices, followed up by ensuring children understand what they have done that was inappropriate. - If necessary, withdraw other children/adults from the situation.
Circle Time or class discussions	- Circle Time is used to: - reinforce good behaviour - explore feelings, recognising and naming them, and helping children to express them, as well as learning to empathise with others, understanding that they also have feelings and that actions impact on others' feelings - explore any issues arising in class. - Teachers use age appropriate strategies and activities (e.g. puppets, stories, role play) to elicit ideas from the children on how to address specific or undesirable behaviour.
Visual charts	- Happy Face and Sad Face may be used in K3 to reinforce appropriate behaviour/good choices and/or remind children of the consequences of their inappropriate behaviour/bad choices.
Clear expectations and rules	- Establish a few class rules with the children. - Introduce each Golden Rule through storytelling, role play and other developmentally appropriate activities. - Reinforce each Golden Rule through visual posters on display in each Kinder classroom.
We Listen: K1 and K2 'Good Listening Rules'	- Introducing elements of 'Good Listening' gradually as is appropriate to the age of the children, reinforced through visual posters in both English and Japanese (Legs Crossed/Hands in Laps/ Lips closed/ Eyes Looking/ Ears Listening).
Rewards	- Kinder children are constantly rewarded with praise and encouragement, and stamps and stickers from practitioners. Good behaviour/choices may also be rewarded through Star of the Week certificates (two pupils per week), or a mention in individual Learning Journey blogs. - Whole group rewards may include a longer play time.
Children with challenging behaviour	- Every child is treated fairly and individually, but we recognise that some children may have special needs in this area. Practitioners keep written record of: - possible causes/triggers and frequency of behaviour - what the child is doing that is inappropriate and what behaviour practitioners would prefer to see - what rewards/positives have been tried to encourage preferred behaviour - For ongoing behaviour issues: - partner teachers consult the Kindergarten Coordinator who may observe the child and offer/suggest specific strategies for the child - discuss with parents their child's behaviour so that home and school can work together to ensure consistency and partnership - if necessary, obtain parental agreement for observation and guidance/support from the Learning Support department.

Positive Behaviour Management for Lower Elementary

Positive Reinforcement	Action by teacher
Regular praise and reassurance	Praise children who are displaying desirable behaviour.
Tactical ignoring	If a pupil is displaying undesirable behaviour, tactically ignore what they are doing and praise the desirable behaviour of a child close to them. Make it clear what behaviour the teacher would like to see in order to get attention and praise, "I really like the way..."
Clear expectations and rules	Have a visual display of Golden Rules (action photos). Refer to them regularly. Consequences should be fair, consistent, certain, known in advance, logical and related to the action.
We Listen: Lower Elementary 'Good Listening Rules'	These are the expectations for all Elementary children both in the classroom and during specialist lessons: Lips closed/ Eyes Looking/ Ears Listening/ Legs Crossed/Arms Folded/ Hands Up to Speak/Brain Boxes On.
Golden Time	A Golden Time display must be prominent in each classroom and specialist area. Initially, if a child is not following a Golden Rule then they are given an initial verbal 'Whisper Warning' of the Golden Rule that they are choosing not to follow. Explicitly state the behaviour you need to see, for example, "I need to see....your arms folded and eyes looking/that you are writing/see you line up with your hands by your side". If the child continues to choose not to follow the rule, they are given a warning, again the teacher states explicitly what behaviour they would like to see and warns them of the consequence of losing 5 minutes of Golden Time. This loss of time can be 1 or 2 minutes for younger children. The key to this system is the warning: if a child on a warning shows improvement in behaviour, the teacher acknowledges their 'good choice'. If in another session the child breaks another Golden Rule, you have to go through the warning process again.
Weekly Golden Time	Lower Elementary Golden Time is during last lesson on Fridays. This is quality time for the children to celebrate working hard all week and valuing the Golden Rules. To help promote a party/celebratory atmosphere, it is encouraged that music is played wherever possible.

Positive Behaviour Management for Upper Elementary

Positive Reinforcement	Action by teacher
Regular praise and reassurance	Praise children who are displaying desirable behaviour.
Tactical ignoring	If a pupil is displaying undesirable behaviour, tactically ignore what they are doing and praise the desirable behaviour of a child close to them. Make it clear what behaviour the teacher would like to see in order to get attention and praise, "I really like the way..."
Clear expectations and rules	Have a visual display of Golden Rules and refer to them regularly. The consequences should be fair, consistent, certain, known in advance, logical and related to the action.
Golden Time	Verbal reminder If a child is not keeping a Golden Rule, they are given a verbal reminder. Explicitly state the behaviour you need to see, for example, "I need to see....your arms folded and eyes looking/that you are on task and working hard". Warn them of the consequence of losing 5 minutes of Golden Time. (This loss of time can be 1 or 2 minutes for younger children). If, after a period of time, the child still makes the wrong choice, they will lose 5

	minutes of Golden Time and be shown a yellow card. Once again, the behavioural expectations and the consequence are explicitly stated. The key to this system is the warning - if a child on a warning shows improvement in behaviour the teacher acknowledges their 'good choice'. Golden Time minutes can be earned back for sustained positive behaviour. If, after a period of time, they are still making the 'wrong choice', they are moved to a 'Time Out Area'. This is an area where they can be easily monitored whilst not distracting the class. A sand timer is used to measure the 5 minutes (maximum) time out and the child should complete a 'Time Out' reflection sheet in English. After 5 minutes, the child is welcomed back into the class and the teacher should explicitly state the behaviour they would like to see. The Time Out sheet is to be discussed with the child and the class teacher during the next playtime or lunchtime period (therefore some/all playtime is missed as a consequence). The teacher should make it clear to the child what choices the child had and set a clear expectation of what the child should do next time.
Weekly Golden Time	Upper Elementary Golden Time happens once a week during last lesson on Fridays. This is quality time for the children to celebrate working hard all week and having valued the Golden Rules. To help promote a party/celebratory atmosphere, music may be played.

Management of Extreme Behaviour

Extreme Behaviour	Action by teacher
Aggressive behaviour	If a child has deliberately hurt another pupil, they should be sat apart from the rest of the class for a 5-minute cool down. (The child must be visible to the teacher.) An adult should then discuss with the pupil their incorrect choice of behaviour and its negative consequences. Explain the link to Golden Rules and the consequence is an immediate loss of 5 minutes Golden Time. If this happens twice in one week, then all Golden Time is lost for that week. If this occurs during break times, the adult on duty must inform the adult who collects the class.
Lost Golden Time.	In the event of a child losing all of their Golden Time more than twice in a half term, the Elementary Coordinator should be informed. They will liaise between class teachers, HoS, DH, parents and child/ren as appropriate. Teachers should keep a log.
Unacceptable behaviour	This is dealt with promptly and linked to our Golden Rules. Regular or extreme incidents are reported to the Head of School, Deputy Head by the Class Teacher. Examples of unacceptable behaviours include: - Attempting to cause threatening or physical injury to another person - Bullying, teasing or ostracising - Stealing - Causing or attempting to cause damage to school property or private property - Dangerous behaviour in the classroom, in other rooms, on the staircases and in the playground. Unacceptable behaviour during play or lunch break is dealt with by the teachers on duty and must be reported to class teachers.
Non-age appropriate behaviour	This includes explicit language and sexualised behaviour. Report this to the Elementary Coordinator, the Head of School, Deputy Head depending on the severity of behaviour. Appropriate action will then be decided e.g. monitor / meeting with parents / exclusion from school.
Ongoing disruptive behaviour	If it is still occurring after referral to the Coordinator, refer it next to the Deputy Head or Head of School depending on the nature of the misbehaviour.

Exclusion from school – internal or external exclusion from school may be used for serious offenses. Only the Head of School may suspend.

TAs (where available) are encouraged to share in the responsibility of behaviour management. **At no time is a child to be left outside a classroom unsupervised.**

Cultural Considerations at MIS

- Staff must be aware of the manner in which some children might respond when being reprimanded – e.g. in some Asian cultures, children may look down/look away when being reprimanded which is a sign of respect in their culture.
- Some children may smile when being reprimanded as a means of ‘saving face’, this is a sign of embarrassment not disrespect.
- In many Asian cultures it is considered impolite to beckon someone towards you in the traditional Western way of an upward gesturing finger. If you have to call a child towards you, then the correct way is with your arm out, palm downwards, moving your fingers toward your palms.
- Be aware that in some Asian cultures it is considered impolite to touch people on the head and that crossing fingers as a sign of good luck is used as a sexual insult in some Asian cultures.

Policy on Homework

1 Introduction

- 1.1 Homework is anything children do outside the normal school day that contributes to their learning, in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/carers to support the children's learning. For example, parents or carers who spend time reading stories to their children before bedtime are helping with homework.

2 Rationale for Homework

- 2.1 Homework is an important part of a child's education, and can add much to a child's development. We recognise that the educational experience that any school by itself can provide is limited by the time and resources available; children can therefore benefit greatly from the complementary learning that they do at home. Indeed, we see homework as an important example of cooperation between teachers and parents/carers. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing homework is one of the main ways in which children can acquire the skill of independent learning.
- 2.2 Homework plays a positive role in raising a child's level of attainment. However, we also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We are well aware that children spend more time at home than at school, and we believe that they develop their interests and skills to the full only when parents/carers encourage them to make maximum use of the opportunities available outside school.

3 Aims and Objectives

- 3.1 The aims and objectives of homework are:
- to enable pupils to make maximum progress in their academic and social development;
 - to help pupils develop the skills of an independent learner;
 - to promote cooperation between home and school in supporting each child's learning;
 - to enable all aspects of the curriculum to be covered in sufficient depth;
 - to provide educational experiences not possible in school;
 - to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
 - to help children develop good work habits for the future.

4 Types of Homework

- 4.1 Staff and pupils regard homework as an integral part of the curriculum – it is planned and prepared alongside all other programmes of learning.
- 4.2 We give guidance to parents and carers on achieving the maximum benefit from this time spent reading with their child. Sometimes, we ask children to talk about a topic at home prior to studying it in school. For example, in the history topic on toys, we ask children to find out what toys were popular when their grandparents were young, and, if possible, to bring examples into school to show the other children. Sometimes, we ask children to find and collect things that we then use in science lessons, and occasionally we ask children to take home work that they have started in school, when we believe that they could benefit from spending further time on it. When we ask children to study a topic, or to research a particular subject, we encourage them to use not only the school library but also the local library and online resources.
- 4.3 In Elementary, we give children the sort of homework activities outlined in paragraph 4.2, but we also expect them to do more tasks independently. We set literacy and numeracy homework routinely each week, and we expect the children to consolidate and reinforce the learning done in school through practice at home. We also set homework as a means of ensuring that prior learning has been understood. Upper elementary students will complete a monthly reading challenge. The challenge will be determined by grade-level teachers and will require the children to read and respond to a creative task set at the beginning of each month, and will be due at the end.
- 4.4 Japanese homework is set daily.
- 4.5 Homework is marked according to the general school marking policy. Homework completed well is acknowledged and praised. There may be issues arising from the work, which the teacher will follow up in lesson time.
- 4.6 We recognise that children have individual learning styles, which means that some tasks can be completed in a number of different ways, while others demand a particular approach.

5 Amount of Homework

- 5.1 Homework is given out each Thursday and should be handed in on a Monday. It will include one piece of English, and one piece of maths revising topics completed in class.

Children will be given a homework task each Thursday which will revolve around either the teaching of phonics and vocabulary until the completion of phonics Letters & Sounds Phase 6; or spelling strategies from the Schofield & Sims scheme of work. The weekly spelling strategy focus can be introduced during, and form the bulk of, the weekly spelling session.

- Grades 1 & 2 – Homework will be based on vocabulary words until the completion of Phase 6 phonics as a class. When Grade 2 complete Level 6 phonics, they will then move to spelling strategies from the Schofield & Sims.
- Grades 3 & 6 – Homework will be based on strategies and spelling rules from Schofield & Sims scheme depending on the Grade level. Children will be taught a strategy each week which will then have a matching homework task which will be assessed the following Thursday.

Children will read staged readers in class and at home. These books are an indicator of a child's progress and comprehension skills and should be worked through at a steady pace.

Children should read at home each night and discuss the story with an adult.

In addition to this, children will be able to choose and change books weekly from the school and/or class library.

- 5.2 In Elementary, children complete their homework in workbooks and/or on Seesaw where teachers then give timely feedback and parents can also comment and/or like their child(ren)'s work.

6 Inclusion and Homework

- 6.1 We set homework for all children as a normal part of school life. We ensure that all tasks set are appropriate to the ability of the child, and we endeavour to adapt any task set so that all children can contribute in a positive way. When setting homework to pupils who are named on the Learning Support register, we refer to those pupils' Learning Support Target Sheets in differentiating homework as appropriate. Additionally, we value and celebrate the cultural diversity of our pupils and their families, and we appreciate the enrichment that this brings.
- 6.2 If a child is absent and the parent requests work, a decision will be made on a case by case basis. Homework would still be assigned and completed on Seesaw. If the topic would need to be taught in order to successfully complete the homework, then it may not be possible to set work.
- a) If a child is ill, then it is unhelpful for work to be sent home, rather it is better to wait for complete recovery.
 - b) If there were a long-term illness such as a broken limb, then work could be assigned and completed on Seesaw following the normal Thursday to Monday cycle.
 - c) If a child were absent for non-approved reasons (such as an early holiday) then asking for additional work is inappropriate.
 - d) Homework set for absent students should be completed prior to returning to school.

7 The Role of Parents and Carers

- 7.1 Parents and carers have a vital role to play in their child's education, and homework is an important part of this process. We ask parents and carers to encourage their child to complete the homework tasks that are set. We invite them to help their children as and when they feel it to be necessary (if they understand the homework skills being used), and to provide them with the sort of environment that allows children to do their best. Parents and carers can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.
- 7.2 We ask parents and carers to check and provide feedback in Seesaw at least once a week.
- 7.3 If parents and carers have any questions about homework, they should, in the first instance, contact the child's class teacher via the Seesaw Inbox Messaging Tool. If their questions are of a more general nature, they could contact the Deputy Head of School. Finally, if they wish to make a complaint about the school homework policy, or the way in which it is implemented, parents or carers should contact the Head of School.
- 7.4 We do not ask or expect parents to mark homework. This is the teacher's duty.

8 Use of ICT

- 8.1 The use of technology and the online resources has made a significant contribution to the amount of reference material, learning games, and e-readers available at home. However, our teachers expect their pupils to produce their own work, perhaps by editing something they have found, or by expressing it in their own words. The children are not achieving anything worthwhile by merely copying and pasting or downloading and uploading something that has been written by somebody else.
- 8.2 There are many websites containing highly educational material which can have a powerful effect on children's learning. Teachers often will provide links to these valuable resources for students and parents to access. Parents or carers are advised to always supervise their child's access online.
- 8.3 Some of the most important apps that we use in school can be downloaded by parents or carers, often at a low cost or no cost at all. This ensures that children are using age-appropriate online resources or games in their work at home.

9 Monitoring and Review

- 9.1 The Leadership Group is responsible for coordinating and monitoring the implementation of this policy. Coordinators inspect samples of the children's work and of the teachers' planning (via the Performance Management (PM) System – Progress Checker).
- 9.2 This policy will be reviewed periodically.

MIS Grades 1-3 Responsible Technology Use Agreement

Purpose:

The purpose of this Responsible Use Agreement is to communicate the expectations of our learning community related to technology. In signing this agreement, you indicate your acceptance of the guidelines below.

As a part of my schoolwork, my school provides me the use of technology and storage space for my work. My behaviour and language should follow the same rules I follow in my class and in school. To help myself and others, I agree to the following:

Acceptable Use Guidelines

I will:

- I will practice positive digital citizenship, including appropriate behaviour and contributions on all electronic communications.
- Use school technology for school-related activities only.
- Treat school resources carefully, and tell an adult if there is a problem.
- Tell an adult if I see something I should not on a device (images, messages, posts).
- Use school technology only when an adult gives me permission.
- Recognize that use of school technology is a privilege and treat it as such.

Unacceptable Use Guidelines

I will not:

- Use school technology in a way that could be personally harmful.
- Attempt to find inappropriate images or content.
- I will not edit, delete or copy someone else's work.
- Make rude or bad comments about others.
- I will not put any private information about myself or anyone else on a device or online, that can be used to identify myself or them because it is unique to us.
- Use language online that would be unacceptable in the classroom.

How I will help care for the technology devices I have access to:

- I will keep the technology devices clean by washing my hands before using them.
- I will not have food or drinks near devices.
- I will always know where the iPad I use is.
- I will always carry the iPad with two hands or by "hugging" it.
- I will never run while carrying technology.
- I will keep my hands away from other students' devices.
- I will not take my iPad out of the classroom unless my teacher tells me to.
- I will never take my iPad into the restroom.
- I will not put anything on top of my iPad.
- I will never put my iPad where it may fall or get broken (such as on an uneven surface, edge of a table or on the floor).
- I will always leave the case and screen guard on the iPad.
- I will not write, draw, scratch, or place stickers on my iPad.
- I will plug and unplug the iPad into the cart when asked and make sure the iPad is returned to the cart every day.
- I will let my teacher know right away if my iPad battery is low or not working correctly.
- I will not take my iPad home.

Consequences for Inappropriate Use:

Concerns about information technology will be handled in the same manner as those related to other educational issues. This condition is no different in the digital age, and even more important when the effect of such behaviours may be amplified. The consequences may include paying for damages, restriction or denial of access to technology, suspension, or expulsion.

Students: By signing this agreement, I acknowledge that I have read and understood that technology access is conditional upon adherence to the conditions above, and agree with the conditions laid out in this policy.

Print Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parents: I have read and discussed this Responsible Use Agreement with my son or daughter. By signing this agreement, I acknowledge that I have read and understood that technology access is conditional upon adherence to the conditions above, and agree with the conditions laid out in this policy.

Parent Signature: _____ Date: _____

MIS Grades 4-6 Responsible Technology Use Agreement

Purpose:

The purpose of this Responsible Use Agreement is to communicate the expectations of our learning community related to technology. In signing this agreement, you indicate your acceptance of the guidelines below.

Acceptable Use Guidelines

As a part of my schoolwork, my school provides me the use of technology and storage space for my work. My behaviour and language should follow the same rules I follow in my class and in school. To help myself and others, I agree to the following:

1. I will practice positive digital citizenship, including appropriate behaviour and contributions on all electronic communications, including new technologies not listed here.
2. I will use technology only in ways that the teacher has approved.
3. I will not give my password to anyone else, and I will not ask for or use anyone else's password.
4. I will not put any private information about myself or anyone else on a device or online, that can be used to identify myself or them because it is unique to us.
5. I will not upload, link, or embed an image of myself or others to unsecured, public sites.
6. I will not use technology to degrade, embarrass, bully or threaten anyone, including schoolmates, teachers, or other members of our community. I will not use inappropriate language.
7. I will not search for, send, upload or airdrop anything that says and/or shows bad or mean things about anyone that would cause harm.
8. I will not edit, delete or copy someone else's work.
9. I will not break copyright rules or take credit for anyone else's work.
10. If I have or see a problem, I will not try to fix it myself but I will tell a trusted adult. If the problem is an inappropriate image I will turn off the screen and then seek help.
11. I will not modify or interfere with school technology systems.
12. My technology use is not private; my teacher may look at my work to be sure that I am following these rules, and if I am not, there will be consequences.
13. I know that the conduct that is inappropriate in school is also inappropriate when I use technology outside of school, if it interferes with other students' education or social- emotional well-being.
14. I am responsible for taking all reasonable care when handling school equipment. I will report any damage to school technology to an adult.

Consequences for Inappropriate Use:

Concerns about information technology will be handled in the same manner as those related to other educational issues. This condition is no different in the digital age, and even more important when the effect of such behaviours may be amplified. The consequences may include paying for damages, restriction or denial of access to technology, suspension, or expulsion.

Students: By signing this agreement, I acknowledge that I have read and understood that technology access is conditional upon adherence to the conditions above, and agree with the conditions laid out in this policy.

Print Student Name: _____ Grade: _____

Student Signature: _____ Date: _____

Parents: I have read and discussed this Responsible Use Agreement with my son or daughter. By signing this agreement, I acknowledge that I have read and understood that technology access is conditional upon adherence to the conditions above, and agree with the conditions laid out in this policy.

Parent Signature: _____ Date: _____

MIS Parent/Guardian Positive Engagement Expectations

Parents play a key role in the education of their children and should act in the best interests of students, their families, staff and the MIS community. MIS values its diverse community and respects the rights, beliefs and practices of individuals and their families. Parents are students' most significant role models. Accordingly, in alignment with our vision, mission and aims, MIS expects a high standard of personal behaviour from parents when they are on school grounds, attending events or communicating with staff or other parents and students either in person or on social media.

Specifically, parents are expected to:

- treat all members of the school community with respect whether they be a teacher, staff member, parent, or student.
- work with the school to support our policies and procedures.
- abide by our Child Protection/Safeguarding procedures.
- refrain from engaging in malicious or judgmental talk (either directly or online), and ensure that anything said about others is fair and truthful.
- understand that even if there is conflict, everyone should remain calm and work with the individual(s) involved or the school to resolve the issue in a respectful manner.
- seek alignment between a child's version of events and the school's view in order to bring about a peaceful solution to any issue.

To support a peaceful and safe school environment the school expects parents to refrain from:

- disruptive behaviour which interferes, or threatens to interfere, with the operation of a classroom, office or other area of the school grounds.
- any form of communication that is confrontational, abusive or threatening.
- defamatory or derogatory comments regarding the school or any of the students, parents, faculty or staff being posted on any form of social media.
- recording (audio or video) individual interactions between faculty, staff and students.
- disciplining someone else's child unless it is for a clear safety issue.

In joining the MIS community, you agree to uphold the above statements at all times. The following are the steps that MIS will take when a parent's conduct is unacceptable:

1. MIS administration will meet with the parent, giving a verbal warning.
2. MIS will send the parent a written warning.
3. MIS may ban a parent from entry to school grounds, from attending co-curricular activities or other events. The school may also revoke access to its social media or distance learning tools.
4. MIS may direct that a parent may only communicate with members of staff through a nominated MIS representative.
5. In cases of extreme or prolonged inappropriate behaviour by a parent, MIS may terminate the enrollment of the child of that parent, if such termination is considered to be in the best interest of MIS.

Depending on the severity of the situation, steps may be omitted at the discretion of MIS.

MIS 保護者の積極的な関与に求められること

保護者は、自分の子ども達の教育において重要な役割を果たし、園児・児童、その家族、教職員、MIS コミュニティの最善の利益のために行動しなければなりません。MIS は、その多様なコミュニティに敬意を払い、個人とその家族の権利、信念、行動を尊重します。保護者は園児・児童にとって影響力のある模範的存在です。それ故に、保護者が校内においてイベントに参加したり、教職員や他の保護者、園児・児童らと直接またはソーシャルメディアを通じてコミュニケーションを取る際に、保護者の皆さんへは本校のビジョン、使命、目的に沿った水準の高い行動が求められます。

具体的に保護者には以下のことが求められます。

- 教職員、保護者、園児・児童の誰であれ、学校コミュニティのすべてのメンバーに敬意を持って接する。
- 学校と協力して、本校の方針と運営をサポートする。
- 本校の「児童の保護に関する手順」を順守する。
- 悪意のある、または批判的な話し合い（直接またはオンラインのいずれか）を行わない。また、他人について述べたことはすべて公正かつ誠実であるように努める。
- 対立があったとしても、相互を尊重した形で問題を解決する為に誰もが冷静さを保ち、関係する個人または学校と協力すべきである、と理解する。
- あらゆる問題に対して平和的な解決策をもたらすために、子供の視点から見た出来事と学校の見解との間の整合を行う。

平和で安全な学校環境をサポートするために、本校は保護者に対し以下の行為を控えることを求めます。

- 教室、事務所、または学校敷地内の他のエリアの運営を妨害する、または妨害すると脅迫するような規律を乱す行動
- 対立的、虐待的または脅迫的なあらゆる形態のコミュニケーション
- あらゆる形態のソーシャルメディアに投稿される本校、園児・児童、保護者、教職員に関する中傷的、または相手を見下すようなコメント

- 教職員と園児・児童間の個別のやり取りの記録（録音や録画）
- 明確な安全上の問題以外での他人の子供への指導

MIS コミュニティに参加するにあたり、保護者は常に上記の内容を支持することに同意して頂きます。以下は、保護者の行為が容認できない場合に本校が講じる対策となります。

1. 本校の管理部門は保護者と面談し、口頭で警告します。
2. 本校は保護者に書面による警告を送信します。
3. 本校は、保護者が学校の敷地に入ること、正規の授業と並行して行われる活動やその他のイベントに参加することを禁止する場合があります。ソーシャルメディアや遠隔学習ツールへのアクセスを無効にする場合もあります。
4. 本校は指名された代表者を通じてのみ教職員と通信できることを保護者に指示することができます。
5. 本校は保護者による極端なまたは長期にわたる不適切な行動があった場合、本校にとって最善の利益であると見なされた場合、その保護者のお子さんを除籍することができます。

状況の深刻度によっては、本校の裁量により手段が省略される場合があります。

MIS Policy on Volunteers and Visitors to School

General Requirements for Visitors to Schools:

We want our school to be open and welcoming to all who would like to support the children. We also want to encourage parents and other adults to help teachers in a variety of ways. However, our overriding concern is for the safety of the children in our care.

This document sets out our school's policy, which is to ensure that the children benefit from as much help and support as possible, and are provided at the same time with the best possible security.

A visitor is defined as any person seeking to enter the school buildings who is not an employee of the school or a student who is currently enrolled. All visitors shall report to the school office when arriving or leaving the school premises.

All visitors shall be requested to wear an appropriate form of identification when on school premises. Parents are already given 'Parent' Tags when their children enroll at the school.

Whenever possible, visitors should obtain authorization from the Head of School in advance. At the discretion of the Head of School, such prior authorization may be required. Visits may be prohibited at certain times such as the first and last weeks of school, immediately before or after vacations or other breaks and while standardized testing or other student assessments are being conducted.

If conflicts occur because of the number of visitor requests or other circumstances, parents of currently enrolled students will generally be given preference.

All school visitors must comply at all times with school policies, administrative rules and school regulations.

The school currently has a variety of adults working on the premises at any one time. They can be categorised as follows:

Paid full or part-time staff employed by the school:

- Teachers; teaching assistants; school nurse; site manager; cleaners; office staff; librarian.

Other adult workers may at times include:

- peripatetic music teachers; trainee teachers; inspectors; grounds maintenance staff; contract workers (e.g. an electrician or heating engineer).

Volunteer helpers:

- adult helpers working alongside teachers; students on work experience.

Volunteer helpers support the school in a number of ways, including:

- supporting individual pupils; hearing pupils read; helping with the supervision of children on school trips; helping with cooking or sewing, or subjects involving other practical activities.

Volunteer helpers are not allowed to do the following activities:

- take responsibility for the whole class; change very young children, or supervise them changing; supervise children engaged in PE or other specialist activities; take children off the school site without a teacher in charge.

The responsibility for the health and welfare of the child remains with the class teacher at all times.

Visitors to Classrooms or other Instructional Areas:

Access to particular classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the Head of School. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:

- remaining in a designated place or seat (unless 'free access' is requested on Open Days)
- **speaking in English at all times** (unless the language of the lesson is Japanese)
- requiring that the dress of the visitor be smart and fitting to the purpose of the visit
- limiting the duration of the visit to a particular time or length of time
- limiting the activities of the visitor to a particular purpose(s)

Visitors wishing to conference with teachers or administrators during the course of the school day must make arrangements in advance.

Volunteers

Parents may be requested to assist at school on a regular volunteer basis (such as reading to students). Expectations of such programmes will be made clear to parents so that a schedule is adhered to, with pre-published class-student-teacher commitments (see specific programmes).

Deployment of Volunteers

It is the policy of the school that parent volunteers do not 'educationally' support in their own child's classroom, as this can be distracting for the child, and perhaps place the class teacher in an uncomfortable situation. (An exception may be to help with cooking or sewing machine work.)

Confidentiality (Volunteer Programmes)

Volunteers assisting children are responsible for maintaining confidentiality of all information that they are exposed to at the school. They may also not pass judgment or discuss children with anyone other than the class teacher. Failure to uphold this agreement would result in termination of the volunteer arrangement with the school.

Discipline (Volunteer Programmes)

It is the teacher's responsibility (not the volunteer's) to oversee behaviour in the classroom. Any inappropriate behaviour should be reported to the teacher.

Parent Help on Trips

- All adults accompanying a party must be made aware, by the party leader, of the emergency procedures which will apply. Each adult should be provided with an emergency telephone number. This will normally be the school number, but where an activity extends beyond the normal school day, the home telephone number or mobile number of a designated emergency contact should be provided. A school mobile phone will be provided for the party leader to use in emergencies.
- Before a party leaves school, the school office should be provided with a list of everyone, children and adults, travelling with the party, together with a programme and timetable for the activity.
- The safety of the party, and especially the children, is of paramount importance. During the activity, the party leader must take whatever steps are necessary to ensure that safety. This involves taking note of any information provided by medical questionnaire returns, and ensuring that children are both safe and well looked after at all times. The trip leader should make sure children requiring medication (inhalers, epi-pens etc) have them ready for the trip and that they are carried by the child's supervisory adult.
- Prior to an activity, if it is felt that the behaviour of an individual child is likely to compromise the safety of others or the good name of the school, the party leader should discuss with the Deputy Head of School the possibility of excluding that child from the activity.
- Parent help on trips is greatly appreciated, particularly for the younger age-groups. If too many requests are received, keep a record and give parents the opportunity to accompany trips on a rota basis. Parents should be requested not to show up unannounced as this impacts on the logistics of transport spaces, pre-arranged supervising groups, and briefings on safety.

Student Visitors

Former students are always welcome to visit their old school, but visits are restricted to lunch times, and are by appointment only. All requirements for visitors apply to students with additional considerations to be applied at the discretion of the Head of School.

Signing in

When visitors/volunteers arrive in the school, they must sign in at the Administrative Office. They will be given a visitor's badge, which they should wear at all times. The signing-in sheet will give the date and time of arrival. They must also sign out, stating the time they are leaving, and return their badge before they leave.

Official Visitors to School

Official visitors to school can include anything from parents, educational visitors, the press, members of the Board and so on.

- All visitors need to be signed in.
- All visitors will report to the school office.
- All educational tours of the school will be undertaken by either the Head of School, Deputy Head of School, Liaison Officer or Office Member.
- All pre-arranged visits will be notified to all staff via Staff Briefing.
- As a rule, visitors without an appointment will not be accepted.
- If a visit is not publicised or wearing a Visitor's Badge any member of staff is within their right to challenge any visitor.

Checks

The Head of School (or the trip organiser in the case of trips) has the authority not to accept the help of volunteers if he believes it will not be in the best interests of the children.

✂ Information in this booklet will be updated as appropriate.



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