

Recognize
International
Academy



Policy Booklet

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Introduction and Disclaimer

The policies included in this booklet are not legal documents. They are not intended as an establishment of a contract between stakeholders. RIA reserves the right to terminate, supplement or amend its policies at any time and for any reason. In creating these policies, RIA has referred to standards of good practice in the UK and its established legal requirements for school policies, but is not bound by them. RIA has also referred to Chinese legal guidelines, and where necessary or appropriate, has incorporated such requirements into school policies.

Our intention with these policies, is to give a realistic description of our school values and our ways of working. RIA is an institution that believes that individuals matter and that each situation is different. We think that good judgement, good communication and good relationships are the best and happiest ways to achieve positive outcomes. We believe that flexibility, mutual understanding and open-minded exploration of a given issue can often be more rewarding and effective than a rigid adherence to a given set of rules. RIA therefore reserves the right to depart from any stated policy or practice here within, if it believes it is in the best interests of a given situation.

In writing these policies, RIA is aware of their most likely readership and use. We wish to make our descriptions of our working practices as intelligible as possible for our international audience, We also hope for our policies to be helpful, practical, working documents for our staff. We do not wish for our policies to be the traditional set of dusty tomes that are produced for the sole purpose of satisfying school inspectorates or for times of crisis.

Our small school environment affects the nature of these documents. Many issues or practicalities faced by larger institutions do not exist here at RIA , and we have therefore deliberately omitted certain topics and combined and condensed others. We have opted, as much as possible, for simplicity of expression, brevity of content and a personable tone.

The policies are presented alphabetically by title. We hope you have a jolly good read!

RIA policy documents have been written and created by the Directors of RIA and are reviewed by staff, Directors and outside agencies as required.

1. A School Vision

Our school vision and aims were created independently, born of our long experience in education and from our hopes for individuals and society. Since creating our vision for Recognize, we have discovered that many others, including parents, children and educators, share a similar dream.

Dr. E. F. Schumacher, author of "Small is Beautiful", wished for, "... a small school, just across the road, to which I could walk my children each morning and collect them in the evening. Where I would know the teachers personally, know where the children were each day, and know what they were doing ... a school where they educate the whole person in mind and body....."

This was his vision as a parent. Here is RIA's vision as a school.

RIA is presently approaching its eighth year in existence and our vision remains the same. We wish to offer a high quality academic and holistic education, on a small scale, with cooperative spirit at its heart. We wish to teach a range of intellectual, creative and practical subjects that will stimulate body and mind and that will embed in students a rich satisfaction in the process of learning. We wish for students to realise their own potential and that of others. We wish for them to lead an enriching life for themselves, those closely around them, and for society and the environment on all scales,

To meet these ends we believe that (in no particular order)

- A school should be on a scale small enough to facilitate genuine relationships between students, teachers and parents.
- A school should offer an education that is a practical, creative and that actively involves the learner.
- A school should facilitate each student's highest academic achievement.
- A school should be inclusive, and be able to successfully accommodate children from a wide range of backgrounds and with a wide range of needs.

- A school should serve to create well-being in all parts of its community, including children, parents, teachers, staff, families and of course, directors.
- A school should contribute to and benefit from, local society and community.
- A school should encourage individual expression, combined with due consideration for needs of the community.
- A school should create future opportunities for individuals.
- A school should encourage the importance of flexible, creative thinking; of open communication and of an open mind.
- A school should value practical skills, as well as intellectual and academic skills, especially those concerned with care of the environment,
- A school should give students the skills to critically evaluate situations and to form opinions based on carefully considered evidence

Narrative regarding above

Our school's capacity allows for flexibility and individual attention, so that a student's education can develop to meet their individual interests, abilities and aspirations.

The quality of the staff and student relationship forms the basis of the environment within which the school community functions. Here, education is based on trust, cooperation and mutual respect, together with a commitment to the ideals of the school community. We aim for a flexible and responsible approach to an individual's interests, needs and abilities, thus seeking to develop self-motivated learning.

Whilst every student is valued as an individual, they are also encouraged to explore the issues involved in being an active member of the larger school community of students, staff, parents and supporters, and to take personal responsibility for the part they play in the whole. A spirit of mutual co-operation is essential for the well-being and development of RIA and the education we offer.

We see the educational process as a partnership between parents, staff and students and we aim to keep the channels of communication always open.

Staff create friendly, first name relationships with the students, and these relationships are the basis of education and discipline within the school.

Whilst we are aware of the value of assessment in informing students and staff of progress, we are also sensitive to the fact that standardised assessments and comparisons between students can be detrimental to self-esteem and will only paint part of the picture of a student's abilities. Thus, we aim to make assessment as unobtrusive as possible.

Informal, formative assessments are made on a day-to-day basis and staff share their perceptions of individual student's progress in regular staff meetings. They also have allotted weekly opportunities to spend time with parents. As a result of small class sizes, staff work very closely with students and parents and this gives all concerned an insight into the daily work and progress made.

2. Admissions Policy

Admissions Principles

RIA is an inclusive school. It is not selective based on academic ability.

RIA is committed to achieving the highest possible academic standards for each student.

RIA believes that personal well-being, a sense of security and happiness, is an intrinsic part of achieving high academic standards.

RIA believes that each child is unique and that their whole situation should be considered when deciding upon admission and acceptance.

RIA will consider the balance of present or future class composition when deciding admission and acceptance.

RIA is obliged by law to only accept students with expatriate (non-Chinese) passports.

RIA will not discriminate against students based on their background, ethnicity, religion or the source of tuition fee payment.

RIA is aware that students who have had difficulties in other schools can often flourish in RIA's environment.

RIA will make decisions regarding admissions in sufficient time for parents to consider other schools.

RIA is a small school with limited places that are in high demand. Decisions regarding enrolment are made at the sole discretion of the School Directors.

Admissions Procedures

Parents should submit RIA's written application pack

RIA will contact you to acknowledge receipt of application and to arrange a time to meet you and your child.

If appropriate, RIA will set aside a time for your child to spend with us so that we can get to know them better.

If appropriate, RIA may conduct some (gentle) assessments or pursue references so that we can better gauge academic levels.

If you are overseas, RIA will conduct correspondence via email and/or Skype when possible.

For applications received before 30th March, we will offer confirmation of places before the end of the second week of April. For applications received after this time, we will give you a response as quickly as possible so that you can look for an alternative school if necessary

3. Attendance Policy

Parents are responsible for ensuring that their children attend school regularly and arrive on time. They are also responsible for ensuring the safety of their children on their journeys to and from school. Regular and punctual attendance is linked closely to achievement. School staff wish to work with parents to ensure that children can reach their full potential. The school maintains an accurate record of the attendance and absence of each child. Parents are requested to assist in this process by keeping the school informed if their child is to be absent for any reason.

It is important to note that if a child does not arrive at school and there is no reasonable explanation provided for his/her absence then members of staff will be required to ascertain the whereabouts and safety of the individual child. If a student is still absent 30 minutes after school starts, the school will contact parents and / or emergency contacts in order to establish the causes for absence.

Therefore, in order to avoid causing unnecessary concern for staff and parents, the importance of good communication between home and school cannot be over-emphasised. Parents are asked to assist school staff in the manner detailed below:

Procedures for Parents

If your child is unable to attend school due to illness, please telephone the School staff between 8:00 and 9:00 on the first day of their absence. If unavailable, please contact your class teacher, Principal or anyone at school, in any way, to get the message through. A signed and dated note via your child's sibling or friend would also be acceptable. When you contact the school, it would be helpful if an indication could be given as to the child's expected length of absence.

Planned Absence

Parents are not encouraged to arrange family holidays during term time, but we realise this is occasionally unavoidable. In such cases, parents are asked to provide the Principal with the dates of the child's absence.

Except in cases of emergency, we would ask for appointments for children to attend the dentist or doctor to be made outside of the school day

Procedures for Staff

- Teachers: If any child is absent, or if you have information about an absence, please communicate with the office / Principal no later than 9.30 am
- Office Staff: Note absences every morning and communicate with teachers to establish if any known reason for absence exists. If not, contact parent(s) to establish reason and inform teacher(s) of reason.
- Keep record of attendance for all children

4. Behaviour Management Guidelines and Information

Part of our school's overall aims is to help young people to develop an awareness and self-management of themselves and to develop a consideration for others and for the environment. We wish for our young people to become confident and empathetic participants in society and to be able to value the differences they find in others. We wish them to take pleasure in being who they are and in being part of the richness that is existence. We hope for all of our students to attend a school that is safe and supportive of their needs.

To support these aims, we have 3 broad approaches.

1. The school rules and the school's approach to behaviour management
2. The nature of the school and its structures
3. The Well-Being curriculum and the integrated HOM programme

1. School Rules and Approach to Behaviour Management

We have just 3 whole-school rules. These are;

Take care of yourself and others.

Take care with your schoolwork.

Take care of your environment.

We find that just about all behaviour, both positive and negative can be described in these terms. Classrooms have their own additional rules, supportive of the 3 whole-school rules, and these will vary depending on the nature of the class.

Negative Behaviour

When incidents happen, we encourage children to reflect on these 3 rules and to see if their actions were in compliance with them or not. Under 'care of yourself and others' can come safety issues, treatment of others issues, classroom and around school behaviour issues and self-management issues.

'Schoolwork' and 'environment' issues are self-explanatory.

For all of these situations / issues, in keeping with the personalized approach of the school, we will treat each case on its merits. We recognize that behaviour can be caused by a great many variables and that these variables should be considered when seeking to find a way to help a young person modify their behaviour. We will often involve parents when trying to correct persistent negative behaviour. We will also involve parents for extreme or severe behaviour incidents such as physical violence or verbal abuse.

Further to above, whilst the school will at times, employ certain sanctions to help correct negative behaviour, we do not believe that a 'one size fits all' approach is supportive of our aims. Children and people bring with them a range of personalities and backgrounds and to treat people 'equally' (ie applying a same sanction for a same 'crime') is not the same as treating them either fairly or appropriately. Furthermore, 'same crimes' in themselves are hard to define due to above mentioned variables. That said, we understand that there should be immediate and appropriate consequences for students who exhibit certain negative behaviours and to this end, both in class and in school, we will, where appropriate, use strategies to this end.

In terms of the general guidelines that staff follow when dealing with negative behaviour we will encourage discussion leading to the child being able to reflect and self-regulate in the future. Staff will:

- Take the time to find out exactly what has happened
- Allow the child calm down time.
- Never shout
- Will ask the child to reflect on what they have done by asking questions such as 'What did you do? Is there anything you want to say about this behaviour or the incident?' 'What should you have done? What will you do in future?'
- Talk to other teachers, staff or students as appropriate
- Communicate with parents as appropriate
- Model positive behaviour and encourage youngsters to replicate such behaviour

Positive Behaviour

It is common knowledge that the best way to encourage desirable behaviour is to positively reinforce such behaviour when it is shown. Therefore, we use a lot of praise and we find as many opportunities as we can to recognize children when they are 'being good'. This happens verbally around school and also in our conversations with parents. Teachers will have their own class routines to support the process. We also look for whole-school opportunities to celebrate things like kindness, supportiveness and particular positive actions.

At Recognize, we find that our approach to behaviour management is very effective and that we have a calm, respectful, multi-cultural environment because of it. We consistently have found that, assuming we have parental support (and this is sometimes crucial), we can achieve great improvements in even the most troubled child's sense of well-being and their resultant behaviour.

Bullying: See below for more information on this issue.

2. The Nature of The School and its Structures

Our small class sizes and small total enrolment allow people to better talk with each other. We are better able to observe personalities, interactions and behaviour patterns. Our small class sizes encourage discussion, collaboration and consideration for others. The teacher is able to stop the class at any time to discuss and develop healthy student interactions. At RIA, students are rarely more than a few paces away from a teacher or adult and so there is little that does not get noticed. Also at Recognize, we structure our school day so that we have the time and energy and opportunity to assist children on an individual level with their emotional well-being, social skills and their approach to their schoolwork. We find that the skillful guidance of young people by their teachers and by the staff as a whole is the most effective way of helping children develop a positive outlook towards their school work and to develop positive behaviour patterns.

The Well-Being Curriculum and HOM

We have twice-weekly slots where we teach our Well-being curriculum. The main strands of this curriculum relevant to this policy are; developing confidence and responsibility; making the most of one's abilities; preparing to play an active role as citizens; developing a healthy, safe lifestyle; developing and maintaining good relationships and respecting the differences between people.

Teachers often also use this time to reflect on any behaviour or interaction issues that have recently occurred, thereby helping to nurture and guide our young people in the right direction.

Bullying

School statements regarding bullying are, rightly, legal requirements for most state and other schools in many countries. Bullying can be deeply destructive, not just in the serious and acute short-term effects for recipients, but also in the long-term effects for them. It can create emotional anguish and negative viewpoints that are felt long into adulthood. The wide use of the term bullying in popular parlance and in popular culture can however, lead to a misunderstanding and /or misuse of it, both by children and adults. Thus, it is helpful to first understand a definition of bullying, before stating RIA's approach to it.

Bullying occurs when a person is deliberately made unhappy by one or more other people. It can take several forms:

- verbal, as in name calling, personal comments, or racial abuse
- social, as in deliberately ignoring or excluding a person
- material, as when possessions are stolen or damaged or extortion takes place
- physical, as in pushing, kicking or any physical assault
- mental, as when pressure to conform is applied
- cyber bullying, such as use of on-line social media

Bullying is not the same however, as a disagreement between two people or indeed, as not feeling liked. Bullying is usually

- systematic and on-going, rather than a one-off event
- initiated by the more powerful to the less, rather than an exchange between equals
- distressing and hurtful to the person being bullied, rather than good-natured fun
- always one way rather than an exchange

Overview

We can choose how we behave. Even if we do not like someone, we do not have the right to make their time at school miserable. Equally, we can choose our friends and our methods of making friendships. RIA has a heartfelt desire to see every child happy and confident in work and in play and will not accept bullying behaviour of any form. Bullying is not an acceptable part of growing up and we encourage staff, parents and pupils to immediately report suspected cases of it, whether it be in or out of school, or indeed online. RIA, will thoroughly investigate any such report and will communicate their findings and actions with all pertinent parties.

At RIA, due to the close observation that we have of all children, we have found that, in our school, bullying has never yet gone beyond 'first base.' Children who are at risk of delivering and/or receiving bullying are quickly identified and interventions are made. Furthermore, we believe that prevention is better than cure, and that our intimate environment allows us to more closely observe students who may be at risk. This includes those who are unwilling, unable or unskilled at making friendships and who may more likely become victims, as well as those who (often through their own personal unhappiness) are most at risk of causing unpleasantness for others. In all cases, we feel our small school environment allows us the time and ability to better deal with potential issues with bullying and crucially, that we can deal with root causes, not just with surface behaviours.

Here are our **procedures** with regard to bullying.

Reporting Bullying

Students and parents can report suspected bullying to any member of staff. If the issue persists, it should be reported again.

Students seeing others being bullied should report it.

When bullying is reported, appropriate action will follow either on the day or the next school day.

Staff Responses

Staff know that bullying or threatening behaviour is not acceptable at RIA, and should respond by:

- listening to the victim
- reassuring the victim
- continuing to offer help, advice and support to the victim
- undertaking an investigation into the accusation of bullying
- informing other relevant staff of the particulars of the case

In responding to incidents of bullying, all staff should take action when bullying is reported by:

- taking action as quickly as possible
- considering whether action should be public or private
- making it clear to the bully that such behaviour is not acceptable
- establishing whether or not the incident is part of a pattern
- encouraging the bully to see the victims point of view
- explaining why a punishment (if any) is given
- sharing information with other members of staff
- informing parents if appropriate we counsel both them and others in ways to make more positive connections.

Strategies

A classroom ethos which promotes respect for the individual.

Adults setting an example by practising basic good manners.

Vigilance by all adults and students in the school.

Within the school, it is made clear that bullying is not acceptable. Sanctions will be used taking into account the severity of the bullying,

Bullying behaviour is confronted clearly and pursued beyond the mere application of sanctions

Support for Pupils

Opportunities are sought in all curriculum areas to promote anti-bullying attitudes.

Students involved in bullying or threatening behaviour, either as a victim or bully, are supported in order to overcome their problems.

Intervention acknowledges the distress of bullied children and gives reassurance that they are not to blame.

All incidents are treated seriously by listening to and reassuring the victim.

Any counselling takes into account the type of student(s) involved.

Willingness to take action is shown and action is taken when bullying is reported.

Students can report bullying to any member of staff

Support for Staff

A copy of the schools behaviour management policy is available.

All new members of staff are made aware of the school's behaviour management approaches.

Support for Parents

Incidents of bullying reported by parents are treated in the same way as those reported by students.

All the strategies outlined above raise the awareness of the unacceptable nature of bullying in and around the school.

Signs and Symptoms

A student may indicate that they are the recipient of bullying by signs or behaviour. Adults should be aware of these possible signs and that they should investigate if a pupil or student:

Is frightened of walking to or from school.

Begs to be driven to school.

Changes their usual routine

Is unwilling to go to school

Begins to truant.

Becomes withdrawn, anxious or lacking in confidence.

Starts stammering.

Attempts or threatens suicide or runs away.

Cries themselves to sleep at night or has nightmares.

Feels ill in the morning.

Begins to do poorly in school work.
Comes home with clothes torn or books damaged.
Has possessions which are damaged or go missing
Asks for money and starts stealing money
Has unexplained cuts or bruises.
Becomes aggressive, disruptive or unreasonable.
Is bullying other children or siblings.
Stops eating
Is frightened to say what is wrong.
Is afraid to use the internet or mobile phone.
Is nervous and jumpy when a cyber message is received.
Gives improbable excuses for any of the above.

Although these signs and behaviours could indicate other problems, bullying should be considered a possibility.

5. Child Protection

Overview

Child protection policy is inseparable from specific available services and here in China, it is a sad reality that child protection services are underdeveloped. Should we, as a school or as individuals, suspect a student of being at risk of neglect or abuse at home or on-line, there are few institutional options available for us. English-speaking (and to a great extent, Chinese-speaking) welfare services or social services do not exist and, in our experience, the police are unlikely to assist in what they might regard as domestic affairs. Thus, it falls upon us - the school community - to do what we can, should we see a young person at risk. We like to think that most of our adult community are able to spot the signs of abuse or neglect and would immediately raise the issue with us. Teachers too of course, are constantly vigilant regarding these issues. Together, we hope, we can identify and intervene should acts or risks of harm occur.

Here are some statements that guide us as a school and community.

Principles

- The welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- The school is available as a point of contact and support for all adults and children within our community should they suspect or are party to acts of risks of harm

School Actions

As a staff we assist safe-guarding by:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them

- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, behaviour policy, guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- referring all concerns about a pupil's safety and welfare to the Principal or Line-Manager.
- following the school's rules with regard to communication with pupils, including on social media.

All pupils occupy our vigilance regarding protection but it is worth noting some particularly vulnerable groups:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

- at risk of sexual exploitation
- have language / communication limitations
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

Missing children

Attendance and absence is closely monitored. A child going missing from education is a potential indicator of abuse and neglect.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our Well-being education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter, and with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals
- storing records securely
- offering details of helplines, counselling or other avenues of external

support

- cooperating fully with relevant agencies, should they exist.
- home visits if we feel them necessary

Safer recruitment

Our school endeavours to ensure that we employ safe staff. For RIA this means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- under new Chinese visa guidelines, applicants will have to gather police checks from the staff member's home country
- be interviewed, if shortlisted.
- have references collected
- ideally, be known to us personally before employment.

6. Complaints Procedure for Parents

We very much value the input from parents regarding how to improve. We take concerns and complaints very seriously and will always aim to improve situations by working in partnership with parents. We regularly review our procedures and provision. Depending on the issue or concern parents wish to draw to our attention, they may speak to the class teacher, the School Manager or the Principal as deemed appropriate.

7. Curriculum Policy

Aims The School's Curriculum aims to provide students with an educational journey whatever their starting point and that:

- Both engages and motivates students and is relevant and appropriate
- Offers breadth, balance, coherence, relevance, differentiation and progression
- Permits continuity and progression
- Provides equality and opportunity for all students promoting the development of inclusive and active learning opportunities for all
- Provides an opportunity to celebrate and recognise achievement and success
- Promotes the student's, moral, cultural and social development
- Helps to develop an understanding of issues such as drugs, sex education and the importance of a healthy lifestyle
- Helps each student gain a sense of self-worth, achieve self-reliance and independence of thought and develop a questioning approach which challenges prejudice
- Continues to develop the role of world citizenship within the curriculum and the wider context of the school
- Aims to develop students as confident and independent learners
- Provides the opportunity for students to widen and develop their ICT skills
- Provides careers advice and guidance
- Ensures the provision of numeracy and literacy across the curriculum
- Provides a PE curriculum
- Enables all students to have the opportunity to meet their full academic potential
- Provides a range of extra-curricular activities that engage students not only in their studies but contribute to their enjoyment of life at RIA
- Provides additional support in English from those students for whom this is not their first language.
- Provides additional close support for those who experience learning difficulties or who have specific learning needs.

Overview of RIA's Curriculum

For ages 5-14, we base our curriculum content on the skills and knowledge as outlined by the National Curriculum of England and Wales (UK NC 2014). We use this content because we believe it offers structured and challenging progression in all the key subject areas. Also, it has standardised outcomes and assessment levels that are recognised and have equivalencies world-wide. It is a tested and credible curriculum that is used in many international schools and of course, throughout parts of the UK. We have taken the best bits of this curriculum, adapted some parts of it, thrown in some additions of our own and then arranged it all to meet the needs of our students, our international context and our small-scale approach.

We also use this curriculum because it is, for the larger part, skills-based. This means that learning focuses on mastering how to do things - solving maths problems, conducting science experiments, writing and appreciating stories, creating works of art or music - rather than the rote learning of facts. Of course, much 'pure knowledge' is also incorporated, but when it comes to valuing a child's ability, the assessment criteria is not, for example, 'a student can name five famous poets', instead it is, 'a student can appreciate different ways that a poet uses words and can use these techniques in their own work.' We believe that the largely skills-based structure and content of the UK NC supports our goals of teaching students 'how' to learn rather than 'what' to learn, and we feel that increasingly, in our modern world of technology and mass information, this is the much more appropriate approach.

The Practicalities of Curriculum Delivery

Our overarching educational principle is that we wish to teach the children as individuals, as opposed to delivering - imposing - a given curriculum upon a class. Our curriculum must therefore be structured enough to provide clear routes forward in all subjects, but also be flexible enough, in terms of how and when material is presented, to meet our individualised goals. To this end, we use the

clarity of the UK NC's 2014 year by year curriculum combined with the 2007 assessment rubrics as our 'backbone', yet allow our teachers the flexibility to pitch the learning above or below 'age level' according to need. Our teachers are treated in these planning respects, as the professionals that they are. It is up to them to make judgements as to unit content and method, based on their knowledge of the individuals in their class. We do not ask teachers to produce lesson plans or to write 'complete' written units of work (these are largely redundant in our way of working). Instead, we regularly, informally check the learning in a particular class, and offer support to those teachers, or students, who may require it. In some subjects, we need to be careful not to repeat material (themes/ texts), but level of challenge can always be adapted, and so this is the main planning task we ask of our teachers. In some subjects, we also depart significantly from the UK's curriculum - particularly in the Humanities. This is because we are a world school, with an international intake, that should be looking more broadly at certain issues.

Whilst many schools will state that they are committed to differentiated learning, our long experience suggests that to do this consistently and to do it well, in a large class / school environment, for many reasons, is extremely difficult, if not impossible. Our small class sizes, the way we structure our school day, the demands we make of our expert teachers' time and energy, the collaborative approach to each child's learning, the close relationships we have with parents, and the flexibility and responsiveness we show to each individual, does we believe, allow genuine differentiation to be an intrinsic part of our work. Furthermore, because of this, we sincerely believe (and have observed), much better - sometimes remarkable - academic progress taking place.

8. E-Safety Policy

Background and rationale

The potential that technology has to impact on our lives increases year on year. This is probably more true for children, who are generally more open to developing technologies than adults. In many areas, technology is transforming the way that schools teach and that children learn. At home, technology is changing the way children live and the activities in which they choose to partake; these trends seem set to continue. While developing technology brings many opportunities, it also brings risks and potential dangers of which these are just a few:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom young people or vulnerable adults make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on social and emotional development and learning.

This policy sets out how RIA tries to keep children safe with technology while they are in school. We recognise that children are often more at risk when using technology at home (where the school has no control over the technical structures put in place to keep them safe) and so this policy also sets out how the School educates children of the potential risks and how the School works with students, parents, and the wider community to be aware and to assist in this process.

E Safety : Things we do In School To Assist E-Safety

These fall into three categories:

1. Technical

Internet Connection: RIA uses a part-VPN solution. This allows us to access valuable educational sites from outside China, whilst retaining many of the strict security settings that form part of the China Firewall policy.

All iPads and School Computers are set at maximum 'Safe Search' settings for browsers. Our youngest students have child versions of YouTube and Safari loaded onto their iPads

iPads are locked down so that only school can add apps. History cannot be deleted, security settings are controlled by school, students cannot add own security settings, social media is deleted, only school-controlled email is used, chat games are not allowed

School computer equipment is not allowed to be used for social media purposes and any apps or plug-ins downloaded for this purpose will be removed

2. Supervision and Monitoring

Smart Phones are not allowed for use during school-time unless permission gained from teacher.

Teachers check iPad History, files and oversee any email / internal email on school email addresses

iPads are not allowed at break times unless it is wet outside. If wet, students are indoors and within close proximity to staff.

Teachers control many of the iPad security settings and can see if misuse has been occurring

Parents are contacted should misuse be detected.

Students should be guided by the teacher to only visit sites relevant to the work required in the lesson.

3. Education

Parents and students are given copies of the RIA iPad Policy and our Family Media Use Agreement (below)

ICT use and dangers / safety issues form part of our Well-being sessions.

Students should not post photographs taken in or around the school site on the internet.

Due to our small classes, on-going education regarding safe use is able to happen in all classrooms and with all children.

E Safety Education

Students can be encouraged to stay safe out of school, by using the following guidelines

- **Think before you post**

Before you post a comment, image or video on the internet, think about its content. It might be funny to you and your friends, but upsetting or offensive for others.. Before pressing the send button, always ask yourself the question "Would you want your grandma to see this?"

- **Tell an adult and report it**

You can always report something upsetting. If you see a post, website, image or video that upsets you, the most responsible thing you can do is to tell an adult as soon as possible.

- **Never be persuaded**

By online friends, no matter how friendly they seem to be or how well you think you know them. Never agree to meet them or share or send personal stuff like photos or videos, or personal information like birthdays, addresses or phone numbers. There are no exceptions to this rule. They may not be who they claim to be, and could even be an adult pretending to be a child.

- **Learn about privacy controls**

No matter what you use the internet for, always investigate a website's privacy settings, making sure you never display your date of birth, address, phone number or any other personal information.

- **Consider blocking**

Most sites will have a block function, so you can ignore someone who is behaving inappropriately or is upsetting you.

- **Shut down or log off**

It can be difficult, even if you are e-safety conscious, to avoid seeing things you wish you hadn't. You can always shut down or log off your computer. You can then report the site to

a responsible adult or to the Internet Watch Foundation at www.iwf.org.uk. Don't forget - you are in control of your online activity - so if at any time, you want to "exit", do so! It's only a matter of logging off and closing down. It's also a good idea to give yourself a time limit and to stick to it.

- **Say "no"**

If you are being pressured by an online friend to do something you are not comfortable with, no matter how friendly, persuasive or even threatening they may be, always say "no" and tell a teacher or parent.

- **Don't be afraid**

If something does go wrong, don't worry. If you have seen something upsetting or worried

you may have made a mistake, help is at hand. Just remember the best thing that you can do is to tell your parents or a teacher.

Recognize iPads Policy and Information

Recognize issues iPads to each student in order to assist them with their learning. We believe that iPads can be an efficient educational device when used appropriately. The school has an iPad policy that details the appropriate use of the iPad and also the responsibilities of students and parents. Class teachers support this policy by detailing and encouraging the effective and appropriate use of iPads to their students in a way that is suitable for the age and understanding of the children in their care.

Recognize iPad Policy

iPad Distribution and Care

1. Students are issued iPads at the beginning of the school year. The iPads are the property of Recognize and students are expected to use the iPads in conformity with the school iPad Policy. Students are responsible for the general care of the iPad they have been issued by the school. iPads that are broken or fail to work properly must be taken for an evaluation of the equipment.

2. Students/parents are solely responsible for the care and safekeeping of student iPads. Any loss or damage to iPads (outside of reasonable wear and tear), regardless of the cause, will be the strict financial responsibility of the students / parents. Students must immediately report damage or loss, including theft to Recognize Academy. Parents may undertake facilitating the repairs themselves but must inform the school of the details. Alternatively, Recognize can facilitate repairs. Approximate costs for common damages are listed at the end of this policy.

General Precautions

1. Students should have their iPads, iPad covers, and earphones with them at school every day.
2. Students are responsible for keeping their iPads' batteries charged for school each day.
3. Students may not remove or circumvent the management system installed on each iPad. This includes removing restrictions or "jailbreaking" the device.
4. iPads should always be within the protective cases when carried.
5. Only use a soft cloth to clean the screen, no cleansers of any type.
6. Cords and cables must be inserted carefully into the iPad to prevent damage.
7. iPads and iPad cases must remain free of any writing, drawing, stickers, or labels that are not the property of Recognize.
8. iPads must never be left in a public area, unlocked car, or any other unsupervised place.
9. iPads used by students must bear the student's user id. No other name is acceptable. Students may not remove or alter the "ID sticker" located on the iPad's back cover. The "find my iPhone/iPad" function must be on at all times.
10. Students may only print at school with the direct permission of their classroom teacher. Printers are available on campus for limited student use as directed by the teacher of a class. Readers, worksheets, and other academic materials are available digitally on the iPad for study and reference.

Sound, Music, Games, Pictures, or Programs

1. Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
2. Headphones/earphones are to be used at the discretion of staff and teachers.
3. The software/apps originally installed by Recognize must remain on the iPad in usable condition and be easily accessible at all times. From time to time the school may add software applications for use in a particular course.
4. Students are not allowed to load extra software/apps on their iPads.

Prohibited Use

1. Illegal installation or transmission of copyrighted materials
2. Any action that violates existing school rules
3. Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, obscene, or sexually explicit materials
4. Use of chat rooms not authorized by the teacher for academic use
5. Sites selling term papers, book reports, and other forms of student work
6. Messaging services unless authorized by the teacher for academic use
7. Spamming: sending mass or inappropriate emails
8. Gaining access to other students' accounts, files, and/or data
9. Use of the school's internet/E-mail accounts for financial or commercial gain or for any illegal activity
10. Photographing or video recording without the permission of a teacher for academic purposes or in support of a school program
11. Student sharing of their passwords, addresses, or other personal information on the Internet without the authorization of a parent or Recognize representative.
12. Copying certain internet materials or reproducing materials without the permission of the author or other right-holder
13. Plagiarizing academic materials
14. Using or possessing hacking software

General Rules for iPad Use

1. Students may use the iPad only for academic purposes on campus between 8:30 and 3:50pm. Exceptions may be granted by staff. For instance, listening to music and approved game time.
2. Parents may request that iPads are not taken home by students.
3. Students may not use other student iPads nor have them in their possession.
4. The iPad Acceptable Use Policy applies to Recognize students at all times, whether or not the students are on campus. Recognize students are school representatives at all times.

9. Food and Drink Policy

Overview

We aim for our students to eat healthily in school and to enjoy their food. Our school lunches are provided by a well-known local French restaurant and the menu is approved by dietician who is a friend of RIA. We hope to promote healthy eating habits and to raise awareness of the importance of making good nutritional choices. Through our curriculum, we also hope to give students the opportunity to gather, grow, cook and review their food. Students are regularly given the opportunity to anonymously feedback and comment on school lunches, thus helping the school make good choices regarding what we provide. We feel that knowing about, and taking pleasure in, the vast array of the world's cuisine is an attitude worth cultivating.

Practicalities

- In morning recess, the school provides boiled eggs and fruit as snacks.
- Children can bring their own lunches or snacks if they wish, and we encourage parents to make sure they are providing correct nutritious values in these meals.
- Fizzy drinks and candy (sweets) are not allowed in school - although occasional treats such as birthday cakes are definitely on the menu.
- For any dietary issues, parents are asked to inform us in writing as well as talk to us in person. We accommodate such issues as much as we can.
- The School Menu works on a 3 week cycle and parents are given a copy of this at the start of the year and if the menu changes.
- We do not allow students to have lunches delivered to school by outside agencies.

10. RIA Health and Safety Policy (reviewed 20/9/2016)

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In preparing this policy the Health and Safety Guidelines of the City of York, UK, *plus Chinese national regulations* (which ones ? do we know them?) have been taken in to account. The Health and Safety policy of the management of Recognize International Academy, Shenzhen (RIA) is to:

- maintain safe and healthy working conditions at for all staff, pupils and visitors.
- detail the allocation of duties for safety matters and the particular arrangements made.
- to implement the policies as set out in this document.
- To constantly review and amend this policy, at least annually.

2.0 Responsibilities

2.1. The Board of Directors

The Board of Directors is responsible for monitoring and reviewing the health and safety policy of the school as and when necessary. It considers reports of inspections, assists in safe work systems and discusses new regulations with stakeholders. H + S issues are itemized in whole staff meetings and these items are minuted to form a record of Health and Safety developments. H + S is always a possible agenda item for Directors, Whole Staff and Team meetings. The Directors are responsible for making recommendations relating to safety.

2.2. The Principal

Overall responsibility for the detailed health and safety arrangements within the school lies with the Principal and in their absence with the designated team leader in charge. It is the Principal's responsibility to ensure compliance with the relevant national guidelines for health and safety.

2.3. Safety Representative

The Principal and Site Manager will conduct regular safety inspections. Records of the inspections are discussed at Staff Meetings.

2.4. Employees

All employees have the responsibility to co-operate to achieve a healthy and safe workplace and to take reasonable care of themselves and others. Whenever an employee notices a health and safety problem this should be drawn to the attention of the Principal immediately who will record it in the incident book.

3.0 Procedures

3.1. Fire Safety

All exits are marked and kept free of obstructions.

There are A,B,C type fire extinguishers located either within or just outside each classroom plus a fire extinguisher and fire blanket in the kitchen/ common area.

Their location is marked with a red fire sticker.

Fire safety equipment is checked regularly by a local fire company and records of their visits are kept.

The Principal *checks the fire alarm (located above reception desk)* on a regular basis.

Fire practices are held twice a year and are *recorded in the fire practice book*. In the event of a fire, all staff and children congregate outside the front gate in the hotel car park, facing towards the school. *Named staff are responsible for checking toilets*. It is the responsibility of the Principal to call the fire brigade. Ms Sherry or her deputy will take the attendance lists out to teachers.

3.2 Electrical Safety

Electrical equipment is numbered and logged. All staff are expected to visually check equipment before use and report damage and remove from the area with a notice saying "Faulty: Do Not Use".

In addition, a risk assessment regarding electrical equipment is carried out on an annual basis and appliances are tested by a contractor and/ or by the site manager (Mr Yuan).

Staff should note, particular care needs to be taken with extension leads; (a) to avoid trailing wires and (b) to avoid water coming into contact with them when being used to power equipment outside.

Electrical sockets within reach of children should have a safety plug inserted when not in use.

Staff should not allow children to plug and unplug electrical equipment.

Teachers should educate the children regarding electrical safety during the first week of each year and follow up work should be conducted during Well-being and / or Technology sessions as appropriate.

No electrical equipment should be introduced into school from home without the prior agreement of the Principal.

3.3. Accidents and First Aid

We have two first aid boxes, one in Mr Will's classroom, one in Ms Kate's office.

In addition, two travel pack first aid packs are kept in the common area *in a marked place*. These travel packs are taken to PE lessons and on local outings and returned at the end of these activities.

All accidents are recorded and monitored in a First Aid book kept by Mr Will . In the event of Mr Will being absent, teachers should send an email to Mr Will informing him of the details of the accident / injury / treatment.

Mr Will holds an emergency first aid certificate as do a number of other staff members. *Regular emergency first aid courses are offered for all staff*. Notable accidents and incidents are recorded and passed to the Principal

Letters to parents informing them of accidents to their children are shared with the whole staff. Letters are always sent to parents when children have a bump on the head.

Plastic, disposable gloves are available and all staff are advised to use these when dealing with bleeding or other cases of body fluids. If there is an emergency situation, an ambulance will be called to transport a child to hospital. Wherever possible, the parent should accompany their child. If this is not possible, the child is accompanied by two members of staff. In a non-emergency situation, staff can transport a child, but should ensure they have correct insurance cover; otherwise a taxi must be used.

3.4. Reporting Hazards

All staff are responsible for reporting hazards. It is then the Principal's responsibility to follow up this report. The action taken to remedy hazards is discussed as a whole staff during staff meetings.

4.0 Control of Substances Hazardous to Health Regulations

Any substances marked as dangerous are not left in classrooms. Staff should check that instructions are followed when using any such substances. The cleaning and tool cupboards are locked during the day and the key is kept in the school office. Teaching staff should note that the use of chemicals in science should be checked with the science coordinator (Mr Will) or the Principal.

Please inform the Principal of any additional potential *COSHH* ??? items that have been brought into school other than those on the list.

5.0 Equipment

It is the responsibility of all staff to ensure that equipment is in good working order and is stored safely. Any faulty equipment should be withdrawn from use and reported to the Principal, with a note saying 'Faulty: Do Not Use'. The following points about equipment should be noted:

- Staple Guns: These are not to be used by children and must always be stored in a drawer when not in use.
- Technology Equipment: Children are instructed in the correct use of this equipment and fully supervised when using tools.

- Ladders: Several pairs of ladders are kept in school. Staff are recommended to use the metal telescopic ladder and to avoid the local wooden ones. Also, staff should have a second person holding the ladder. Ladders are checked during health and safety inspections. Teachers and helpers are advised to use ladders and not chairs when displaying work.
- PE Equipment: PE equipment is inspected at least annually and replacement equipment is purchased as necessary
- Kitchen appliances: Kettles and microwaves. Children should be supervised if/ when using these appliances

6.0 Health and Hygiene

6.1. Notifiable and Infectious Diseases

Details of notifiable diseases and periods of exclusion are kept in the school office

6.2. Medicines

It is the school policy not to administer medicine except in the case of chronic illness after discussion with parents. A medical care plan is agreed upon in conjunction with the school. In general, only inhalers are kept in school. Children who go home with a medical complaint or as a result of an accident are recorded in a book in the office. Should the school feel that, in an extreme case, use of a medicine is warranted, they will seek permission of parents before applying it.

6.3. Smoking

The school has adopted a no smoking policy within the school building and grounds. Signs to this effect are posted on both the school entrance gates.

6.4. Hygiene

It is the responsibility of the Principal to monitor the cleanliness of the building. This is part of the weekly visual inspection.

All staff are responsible for encouraging good hygiene habits in the children. Particular emphasis is placed on hand washing and on use of bathrooms.

7.0 Animals in School

The following animals can be kept in school: rabbits, turtles, geckos, ants, cockroaches, feral cats and hardy fish.

Dogs are allowed in the school grounds providing they are kept on a lead and are under the calm control of their owners.

Stuffed animals are only used if displayed in glass cases.

8.0 Outdoor Visits Health & Safety of Pupils on Educational Visits

These are considered an important part of our work. We regularly take children off-campus for PE and for other activities. Parents are requested to sign a General Permission Form to show their consent for such regular activities. We issue separate permission forms for swimming, for extended excursions, for visits to new locations or for activities with an increased degree of risk. Any visit to a new location / activity is carefully researched and preliminary visits are made by the teacher. It is the duty of the lead teacher to ensure all helpers are fully briefed about the visit, the expectations for behaviour, and the potential H and S hazards.

When walking to PE, the ratio of staff to children should be at least 1:7. Crossing the road to reach the PE courts needs at least 5 adults. For crossing the road, the following routines must be followed.

Staff should extend the 'Stop; Children Crossing' ropes (marked with reflecting warning signs) across both sides of the road. Staff should face the oncoming traffic to ensure all vehicles stop moving. Once all vehicles on both sides of the road have been stopped, children can cross - walking and in single file. The ropes should not be removed until all children have reached the far

pavement. At the end of PE, children should remain in the PE court until staff have arrived to assist with the crossing of the road to return to school.

Risk assessment for outdoor visits are completed and checked by the lead teacher in conjunction with the Principal. When residential visits are organized, parents are given as much detail as possible in their information pack and are invited to discuss the arrangements in more detail with the school.

9.0 Security

All staff and pupils are encouraged to be aware of strangers on the premises. If a visitor is unknown, identification should be requested. Visitors are requested to enter only by the front gates. Outside doors at the school are closed once children have left the premises and after arrival time. The back gate is locked and the front gate is monitored by the site manager or member of staff if absent. Staff who remain in school late are advised to ensure that the school gates are locked. In the event of anything suspicious or a child or a teacher is at risk of injury then a pre-coded card will be sent to the Principal or Secretary and they will act appropriately (red card - emergency, green card - assistance required). Any act of violence or abuse towards a member of staff, parent or child must be reported to the Principal, who will take the appropriate action.

10. Staff and the Health and Safety Policy

All staff, teaching and non-teaching, are given a copy of the H and S policy. New staff are given a copy and are required to confirm they have read it. All staff keep a copy of the policy in their staff file so that it is available for supply staff. Staff are encouraged to attend health and safety courses as appropriate.

11. Contractors, Lettings, Summer School

All contractors are expected to report their arrival and departure to the Principal or office staff before commencing work. If they are working in an

unsafe manner they are requested to stop work by the Principal. Major construction work should take place only when children are off-site.

During Summer School, security should be enhanced by locking the front gates once all children have arrived.

All bodies using the school building receive information which includes information about the location of the first aid boxes and contact telephone numbers.

Appendix 1

Security in Action

Management Practice

- Records are kept of acts of vandalism, theft.
- Any damage is quickly repaired
- Incidents are reported to the police or villas management office as appropriate
- A budget for essential security items is available
- Advice from a Safety Officer is sought when security or safety is being reviewed.
- All staff are asked to be alert to suspicious activities.

Contingency Planning

- Key holders to school building are logged and limited to known staff.
- Computer back-up records are kept off site.

Evacuation Plans

- Termly fire practices are held
- The fire bells/equipment are tested regularly
- Escape routes are clearly marked
- Each room has clear instructions for the evacuation of the building
- Staff have clear guidelines for checking toilets in the building
- The Principal is responsible for telephoning the police and/or fire service.

General Building Security

- The boundary of the school is clearly defined
- The school has an intruder alarm.
- Access to the building during school hours is restricted by the use of push pads on doors and courtyard gates
- Visitors are asked to use the front door
- Staff are encouraged to challenge strangers and ask for identification

Security Outside of School Hours

- Parents are encouraged to report any suspicious activities to the police
- The school has external lighting
- Letters of the school are advised to take account of security

Equipment/Money

- Computer equipment is kept in classrooms. Laptops and iPads and other items of value are stored in the safe at night. Records are kept of serial numbers.
- Cash holdings are kept to a minimum
- Money is not left unattended
- The secretary varies the timing of bank visits

Health and Safety Policy Check List

Yes/No

7. Have you got a copy of the Schools Health and Safety Policy?
8. Do you know how to report an accident?
9. Do you know where the accident book is kept?
10. Do you know what the fire drill is?
11. Have you been made aware of any workplace hazards?
12. Do you know who to report to about any faulty equipment or anything which may cause injury?
13. Do you understand your responsibility towards health and safety?
14. Are you aware of the safety policy regarding doors?

11. Parental Involvement Policy

As a small school, we have close relationships with all of our parents and we involve them in many aspects of the social and academic life of Recognize. Parents are welcomed at all times into the school and we listen closely to their views. Socially, we hold events throughout the year and parents are invited to participate as helpers and organizers. These include: Sleepovers, Welcome Evenings, School Performances, Parents are also invited to offer sessions to the students should they have special interests or abilities or experience. Parents often organize activities both in and out of school for our children and we appreciate the extra dimensions they bring to school life.

Academically, we offer detailed, personalized reports three times a year and parents are invited into school to discuss progress. If we find them not availing themselves of the thrice weekly opportunity to meet with teachers.

Due to our size, we do not feel the need for a structured Parent Teacher Association at this time. Teachers, parents and administrators all easily connect through their regular conversations. Everyone is encouraged to speak to school about issues big or small and our open-door policy facilitates this.

12. Severe Weather Policy

This policy is in place to ensure that the School minimises the risk to pupils in adverse weather conditions.

In the event of severe bad weather, most likely typhoons or severe rainstorms, parents should make a judgment as to whether they feel it is safe for their child/children to come to school. RIA will respect the judgement of parents in these circumstances as well as the judgement of staff regarding the safety of their journey too.

If it is necessary to close the school in an emergency, and without having given prior notice to parents, then the safety of the children will be of prime importance. No child will be sent home if there is no one at home. These

children will remain in school, supervised until the normal closing time. If transport is not available, then members of staff will supervise children returning home. Typhoons are our most likely cause of emergency closure. We follow the Hong Kong standard of closing the school if a Typhoon level 8 is imminent. Parents can find up-to-date weather information on the Hong Kong Observatory website.

www.hongkongobservatory.com .

Chinese Rain / Storm Warnings: Some schools close when a Red Rain Warning is issued by China. Generally, we do not close when this happens because this recommended warning is aimed at transportation. Chinese school buses are not supposed to run at these times. We do not have school buses so, if possible, we will remain open. We will make a judgement according to circumstances and contact you as indicated if closure is necessary.

Information in Emergencies

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather or power failures. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using phone calls, texting, and by posting details on our website

If the situation is uncertain, upon arrival at school, the first member of staff must evaluate the health and safety of the school premises and, in consultation with a Director, make a decision regarding whether or not the school will open for part or all of the school day.

Where possible, the decision to close the school will be made before 7 am. If weather conditions deteriorate during the school day then RIA may make the decision to close the school early. Parents will be contacted and asked to collect students early. Members of staff who travel the furthest will be allowed to leave early too, providing one of the local teachers is willing to supervise students until they are collected by parents. Only when all students have been collected, will the school close

13. Special Educational Needs and Disability Policy

Overview

RIA is an inclusive school and our whole school structure and ethos is designed around this premise. We believe our design enhances our ability to support all of our students, whether they have special education needs, high ability; English as an additional language or, in some cases, physical disabilities. We have a sister service named Cognition, that specialises in supporting SEN, and these services are used to support our staff and children within our mainstream classes.

We've referenced the UK Teachers' Standards updated in September 2012 for the following information. RIA believes it meets these standards and in some respects, goes further in its level of support.

In relation to the provision for Special Educational Needs, it states that a teacher must:

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with SEN, and be able to use and evaluate distinctive teaching approaches to engage and support them

In order to achieve this, it is necessary to analyse all relevant data on the students. In our international context, information regarding previous

situations can sometimes be patchy, To overcome this, our Student Counsellor and SEN specialist will conduct a range of tests as appropriate and necessary at the start of the year. The resultant information is disseminated to all staff.

We make all teachers particularly aware of reading ages.

This short sentence needs a reading age of less than nine years.

This longer sentence, which contains an adjectival clause and polysyllabic words, has a reading age of more than sixteen years.

Teachers of the three core subjects will be encouraged to include the following resources, where financially possible, in their lessons.

English and other literacy based subjects

Differentiation in reading activities

Resources to consider include:

- easy-to-read fiction books ('quick reads') that are age-appropriate
- short stories and plays for reading aloud
- poetry and rhyme
- information books for different reading abilities (assess your text books)
- highlighter pens for text marking during reading ('tricky' words, key words, adjectives, etc)
- coloured transparent overlays to help some dyslexic readers
- reading windows (rulers or pieces of card with a slit cut out to enable children to focus on one line of text at a time)
- key word cards (on a key ring or in a 'wallet' for keeping in the pupils pocket and frequently practising)
- snap cards (letters and words)
- matching activities/games (letters and words).

Differentiation in writing activities

- Handwriting: assorted pens and pencils
- assorted paper - wide lined etc
- pencil grips
- sloping desk top [a folder can be used]

- handwriting practice sheets.

Spelling:

- word banks (for walls, for tables, to stick in books/folders)
- spelling books/cards
- plastic letters
- Wordshark software
- games (eg Scrabble)
- individual whiteboards and pens
- easy-to-use dictionaries and thesauruses; the ACE spelling dictionary
- spellcheck software.

Composition:

- writing frames
- story planners/mindmaps
- Laptops/Alphasmart word processors

Maths

Differentiation in numeracy/maths activities

Resources to consider include

- Concrete apparatus can be used i.e.plastic numbers
- number lines/number squares
- assorted dice
- geared clocks
- plastic coins
- number fans
- Dienes apparatus
- counters/cubes
- Cuisenaire rods
- easy-to-read rulers
- 2D,3D shapes
- fraction cards/models
- Numbershark software games.

Science

Differentiation in science activities:

- pictures of apparatus to aid recording of investigations

- writing frames for recording results/findings.

Discussion amongst staff, of the students specific needs, will be essential in order that correct strategies can be used in the classrooms. Ideally, the strategies listed below should be used as often as possible.

Strategies to help SEN pupils

- Use disrupted information - i.e. provide them with sentences in jumbled order, which they have to sequence correctly, then copy.
- Provide text to be completed - cloze procedure, incomplete sentences.
- Use writing frames
- Allow students to write on worksheets, rather than copying into their books. This will help them to keep up.
- Encourage students to record information using mindmaps or flow diagrams.
- When creating worksheets, use shorter sentences rather than longer ones.
- When creating worksheets, use high frequency words as often as possible in preference to less common ones.
- When creating worksheets, use shorter words in preference to polysyllabic ones.
- When creating worksheets, write in small blocks of text with spaces clearly defined.
- When creating worksheets, use boxes for text to separate out functions of text (e.g. instructions from explanations), or to separate out blocks of text by breaking it up into chunks of related ideas surrounded by a box.
- When creating worksheets, use pictures and diagrams to break up the text.
- When creating worksheets, place comprehension questions close to the information text rather than all at the end. (e.g. 2 questions per paragraph of text rather than 10 at the end of 5 paragraphs).

Dyslexia

Dyslexia is one of the more common additional needs that we encounter.

What does a Dyslexia Friendly Classroom look like?

- The classroom has a positive ethos in which making mistakes is acceptable.
- Flexible groupings are used. Dyslexic students are sometimes grouped with intellectual peers.
- Teaching is multisensory (uses visual, auditory and kinaesthetic modalities).
- No dictation is required.
- Alternatives to copying from the board are available (e.g. close passage, photocopy).
- Alternative ways of recording are encouraged.
- When writing is required scaffolding is provided (writing frames, useful vocabulary).
- Key words are displayed clearly.
- No reading aloud is demanded without first checking competency.
- Reading materials are enlarged, simplified, presented on pastel coloured paper if required for specific students [several use coloured overlays instead]
- Instructions are given clearly.
- Information is given in bite-sized chunks.
- 'Take up' or 'thinking' time is given after a question is asked.
- Students are praised for asking for help or clarification (red/green signal cards can help here).
- Assessments are flexible.
- Marking is positive
- Learning 'how to learn' skills are taught
- Opportunities for success are provided regularly and some of these are demonstrated publicly to develop self-esteem.

Strategies to support pupils with specific needs i.e. ADHD, AS and BESD

SEATING - Seat pupil with a good role model or one who has the opposite skills. This person can become their Study Buddy.

TIME OUT - If possible have a calming down area where the pupil can go to calm down or work quietly. Encourage the use of the SEAL calming down techniques.

INTRODUCTION OF WORK - start by reminding class of what they all know already through the use of a mind map. Use examples from real life to introduce new concepts.

ASKING QUESTIONS - give pupils time to think before asking/telling them the answer.

WORK - set tasks with clear goals and step by step instructions e.g. at least three lines by ten past ten. A list of the tasks required so that they can then tick them off as they complete them.

VERBAL INSTRUCTIONS - keep the instructions simple and clear and check that the pupil has understood them. If it is an individual instruction, say the pupil's name first.

WORKSHEETS - print on cream/pastel coloured paper, font should be comic sans and at least size 12 and some may need larger. Chunk information and provide highlighters. Use shorter sentences and high frequency words. Use the Information, Think, Read, Write symbols if appropriate.

COPYING FROM THE BOARD - Most of these pupils find it difficult to copy from the board but if necessary, use different coloured pens for different lines, sections or sentences. Blue and purple board markers are the preferred colours for whiteboards. If possible provide a paper copy of what the others are copying from the board

TIMING - set specific time limits for some pieces of work and if possible use a sand timer

PRESENTING WORK - where possible use a variety of ways to record work e.g. making posters, oral presentations, PowerPoint presentations, dramatic

reconstructions, matching labels to pictures/diagrams/maps sorting statements or pictures into categories, use cloze procedures.

REWARDS - Look for the positive to reward in each piece of work. Some pupils may like an individual reward system for their work/behaviour. May need to discuss with individuals what their idea of a reward is.

CLASSROOM RULES - use SEAL targets to encourage co-operation, different voices for noise levels, traffic lights for understanding

When the pupil is misbehaving - say what you want the pupil to do rather than what you don't and use their name first e.g. George I want you to keep your hands in your lap rather than George stop bothering John. Praise the pupils who are keeping the rules.

LEARNING TOOLS - provide writing frames, mind maps, key words which ideally should be in front of the pupil as well as on the board, use practical equipment and learning through doing and moving where possible

SELF ESTEEM - always look for ways of encouraging pupils by being positive

HOMEWORK - use stickies or ask students to write the work in their diary in the middle of the lesson rather than the end. Take time to explain what the work involves before the lesson ends.

ORGANISATION - remembering equipment can be a problem, notes in diaries may help. Even remembering instructions within a lesson can be hard.

MEMORY - Some pupils even find it hard to remember sequences such as days of the week, alphabet, times tables, number facts, months of the year

RELATIONSHIPS - try to find out about their interests, give them responsibilities within the group, ring home to say about the positive things they have done, photocopy good pieces of work to send home.

SPECIFIC STRATEGIES

ADHD - may need to play with a piece of blu-tac or Tangle when listening. Some like to 'doodle' too and do not need to look at you when you are giving instructions.

ASC [restricted use/understanding of facial expressions]

- Prepare the pupil before the lesson if possible by outlining what it will be about. For example 'Today we are going to be doing some cold, wet and dirty tasks.'
 - Avoid using metaphors in language and written work
 - Explain any changes of routine to the pupil well in advance
 - May prefer to sit alone or work alone, noise may be an issue
 - If a repetitive questioner, use a set number of question cards
 - Will not be able to talk or write about imagined experiences
 - Avoid tasks which depend on empathy
 - If pupil goes off at a tangent, direct conversation back to topic in hand
- 1.

