

Generation Schools PARENT HANDBOOK 2017



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I. Introduction

Welcome

Welcome to the Generation Schools family. Generation Schools welcome you as part of a vibrant, innovative and engaged family, where we will strive to develop a community within a school environment.

Generation Schools' Mission and Vision Statement

Children are changing, and as the world moves forward, we need to rise up to the challenge and adopt a future-focused approach to the way we teach our children.

At Generation Schools, we believe in discovering the individual talents of each child and creating an environment where curiosity is king and the love of learning is actively encouraged and nurtured. Where knowledge is not only taught, but also experienced. Each child is allowed to discover their true passions naturally, so that they can grow to become creative, inventive women and men who are capable of doing new things, not simply repeating what other generations have done. The future lies open to those who keep their love for learning alive and it is our responsibility to guide it.

Background

Generation Schools aim to provide an education model based on the Montessori philosophy that is extremely popular worldwide. The founders of Google and Amazon.com have had the benefit of this philosophy of education and they credit their success to the “divergent thinking”, which this philosophy of education offers.

In a world that is continuously changing, the focus is not to ‘box’ a particular time frame, in terms of teaching methods, but to understand that the focus is on an educational model that will grow with change and is founded on teaching principles that have been in existence since the 1800’s.

This “divergent thinking” sees the schools incorporate various models of education into their teaching philosophy. The Montessori philosophy carries through in all the phases. The curriculum in the preschool is based on authentic Montessori practice. In the Primary and High School, the Cambridge curriculum is introduced which offers IGCSE’s, AS, A and A2 levels, with an international matriculation so that learners can study anywhere in the world.

Teaching Principles

Each child learns at her/his own pace, which enables growth from first being curious and then through experience, they gain the requisite knowledge required for understanding each subject.

‘We do not do parrot fashion learning – we facilitate thinkers, visionaries and individuals.’

The Generation Schools curriculum is uniquely structured to enhance the child’s natural developmental patterns and aims to support these in assisting the child in fulfilling her/his natural potential. This is done through a unique set of structures.

Generation Schools offer learning-rich environments, with a strong focus on holistic development and respecting the individual growth of each learner (vital in the foundation years).

Montessori Information

Dr Maria Montessori was Italy’s first woman doctor. She developed her method of education after many years of dedicated observation and assessment of the developmental patterns which children display.

An important premise of the Montessori Philosophy is that we ‘follow the child’. This means that we acknowledge each child as an individual and through observation and assessment, provide the means to assist each child at her/his personal stage of development.

The basic idea of the Montessori philosophy of education is that every child carries within, the wo/man s/he will become. In order to develop holistically and to the fullest, the child must have freedom – a freedom to be achieved through order and exercised with self-discipline. This freedom is however only given within consistently defined limits, which mimic the social conventions of the child’s time, place and culture in preparation for the real world. Montessori recognised that the only valid impulse to learning is the self-motivation of the child. Children move themselves toward learning.

The teacher prepares the environment, functions as the reference person and exemplar and offers the child stimulation; but it is the child who learns, who is motivated through the work itself to persist in her/his chosen tasks.

Montessori designed her schools as ‘prepared (favourable) environments’, which create spaces designed to

meet the developmental needs of the children. They contain a certain order and allow the children to develop at their own pace and according to their own capacities in a non-competitive atmosphere. Teachers are trained to help children explore areas of interest to them. This approach encourages children who are engaged and interested in their learning.

An important aspect of the Montessori method is the concrete, didactic materials. Children learn through experience and through manipulating concepts concretely. It is part of the teachers' training to know when to introduce new activities and when to stand back and allow the children to work uninterrupted on their chosen task. We encourage children to ask questions, explore answers and experience life. The Montessori method provides a framework in which intellectual, emotional and social disciplines go hand in hand.

Montessori was nominated three times for the Nobel Peace Prize – her vision was to create a peaceful world, by raising peaceful children. Nelson Mandela himself said, "Education is the most powerful weapon which you can use to change the world." We take this part of our work very seriously.

The Differences between Montessori Education and Traditional Education

<u>Montessori</u>	<u>Traditional</u>
Teacher has an unobtrusive role in the classroom – teaching is collaborative.	Teacher is the centre of the classroom as a controller – teaching is controlled by a fixed curriculum.
Environment and method encourage self-discipline.	Teacher acts as the primary enforcer of discipline.
Mixed age grouping which encourages children to teach and help each other.	Same age grouping where most of the teaching is done by the teacher.
Children set their own learning pace	Instruction pace is usually set by the group norm – based on a set curriculum.
Children work on a three-year cycle.	Children work in a one year cycle.
Children discover concepts through self-directed materials and activities - usually on their own.	Children are taught concepts by the teacher - usually in a group.
Children spot their own errors from feedback from the materials.	Errors are corrected by the teacher.
Children reinforce their own learning by repetition of work.	Learning is reinforced externally by rewards and punishments.
Group participation is encouraged but never forced.	Group participation is often compulsory.
Physical, social, emotional, language and intellectual needs are equally important.	Emphasis falls on intellectual development.
All children are treated equally and have the same privileges.	Some children are placed above others and have more privileges (e.g. prefects).
Multi-sensory materials are available for physical exploration.	Fewer materials available for sensory development.
Children can work where they choose, move around and talk at will (without disturbing).	Children are usually assigned their own chair/desk.

About This Handbook

Policies will be added to and revised as the need arises.

II. Generation Schools Overview

Staff

All staff undergo in-house training on a weekly basis and have access to formal training with our preferred Montessori and Cambridge training providers on an ongoing basis. All our teaching staff are registered with SACE, and therefore they have to adhere to the SACE Code of Conduct which governs all teachers in SA. All teachers are individual members of the South African Montessori Association (SAMA) and attend annual SAMA Conferences for Continued Professional Development. The Cambridge Schools Conference is an annual event and brings together a community of teachers representing schools from many different countries and contexts, to consider approaches to common challenges. Our programme is designed to support professional learning by offering a range of perspectives on the conference theme, discuss and debate these in our panel sessions and explore their implications in group discussions and workshops.

Staff evaluation is done on a continual basis and includes self-evaluation and goal setting.

Preparation of the Learning Environments

The Montessori teacher is committed to preparing the environment on a daily basis. The teacher's preparation is taken from daily observations of each child's individual needs. Detailed records of each child's progress and readiness for new materials ensure that the environment remains favourable for every child.

The child's need to learn by exploring is supported by the following:

- The classrooms contain carefully prepared and sequenced teaching materials and equipment.
- Everything in the classroom is child-size and intended for the child's use.
- The children "work" because it is exciting to learn from the wide range of activities presented.
- The children learn to appreciate and care for their classrooms and the beautifully crafted Montessori materials.
- The educators guide the child's energy, interest and enthusiasm into self-enriching channels over a three-year period.
- The educators help each child individually, by demonstrating the special materials.
- Individual capabilities and the interests of each child are respected, as each child develops at their own rate.

Nest Classes - Squirrels and Ladybirds

- There are 2 Nest classes for children aged 4 months to 3 years. The adult to child ratio for our Squirrel class is 1:4 and the child ratio for the Ladybugs is 1:7. The Squirrel Class has one class educator and one assistant educator and the Ladybug class has one educator and two assistant educators.
- The Nest class educators work on fostering a family environment for the children in their class. The children are encouraged to gain independence in all areas of development – washing hands, putting on shoes, serving snacks to each other, etc.
- Children are taught the social skills needed for mixing with others – sharing, kindness and respect.
- The educators focus on vocabulary enrichment, gross and fine motor development and perceptual skills.
- The children undergo toilet training when necessary.
- The Nest children graduate to a Pre-Primary class at the end of the year that they turn three or as soon as they have met the developmental criteria for the preschool classes and place is available in a class.

3-6 Phase Classes – Dolphins, Turtles and Penguins

- There are three 3-6 Phase classes for children aged 3 to 6 years. The adult to child ratio is 1:15. Each class has up to 30 children with two qualified educators.
- The children in these classes focus on the Montessori 3 - 6 Phase Curriculum which includes Practical Life, Language, Mathematics, Sensorial and Culture areas, as well as Art activities.
- Children graduating from the three-year curriculum will be ready to begin Grade 1 or continue into our 6 to 9 Phase Montessori programme.
- Children are encouraged to participate in weekly theme-based Show and Tell.
- Theme-based innings and outings are conducted once a term.

6-9 & 9-12 Phase Classes – Explorers, Discoverers, Adventurers, Inventors and Senior Primary

- There are four 6-9 Phase classes for children aged 6 to 9 years. The adult to child ratio in the classes is 1:15. The 6-9 Phase classes have up to 30 children with two qualified Educators.
- There are three 9-12 Phase classes for children aged 9 to 12 years. The adult to child ratio in the 9-

- 12 Phase classes is 1:15. The classes have up to 30 children with two qualified educators.
- The children in the 6-9 & 9-12 Phase classes are introduced to age-appropriate Montessori activities such as visual and auditory perception, as well as activities to develop fine and gross motor skills.
- Designing our primary program around the children's natural cognitive abilities means that our focus is less on the facts and concepts we teach and more on what the children learn and how they learn it.

Middle School Classes

- There is one Middle School Class for learners aged 12 to 15 years. The adult to child ratio in the Middle School Class is 1:10. The Middle School has up to 30 learners with three qualified individuals.

Age Groupings/Classes

Generation Nest (0-3 years)

Infants	4 – 18 months
Toddlers	18 – 36 months

Generation Montessori (3-6 years)

3-6 Phase	3 – 6 years (includes reception year/Grade R)
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(Children entering Grade/Year 1 must have turned 7 by 30 June of that year.)

6-9 Phase	Grades/Years 1, 2 and 3
9-12 Phase	Grades/Years 4, 5 and 6
12-15 Phase	Grades/Years 7, 8 and 9

In the Montessori environment, children are grouped in three-year cycles of mixed ages. Children move through certain phases of development at different times in their lives and the environment needs to be suited to the needs of the children at these times. Vertical grouping allows younger children to learn from older children who in turn learn patience and have the opportunity to reinforce their knowledge with the younger children.

Moving Up Procedure

Generally, children stay in the classroom assigned at the beginning of the first term for the entire school year. However, in some cases, children may be ready to move up to the next level during the year. Children in the Nest programme do not automatically move to a 3-6 Phase when they turn 3 years old. Children must meet the developmental criteria before a change is considered.

Should a parent or Educator feel that a change is necessary and the child meets the developmental criteria, the following steps are taken:

1. The child is recommended for a move-up by their Educators or parent.
2. An Educator from the next level observes the child in their current classroom.
3. Educators from both levels meet to discuss the readiness of the child.
4. If the Educators agree, the child will visit the next classroom.
5. There may be one visit, or several visits to determine if the child is actually ready and if "they want to stay" in the new classroom.
6. The Educators and parents meet to discuss the child's readiness.
7. Children will only be considered for moving at the end of the second and fourth term.
8. If a consensus is made that the child is ready and should move up, arrangements will be made to make the change if and when there is a space available in the next classroom.
9. If there is currently no space available in the next classroom, the child will go onto the classroom waiting list.
10. In the meanwhile, the child will be stimulated with academic resources in his/her classroom and/or visit the next phase's work cycle on a weekly basis to ensure the child does not regress academically.
11. Parents of children who move up during the school year will be given a new classroom orientation by the new class Educators within the first term of the classroom change.

What to bring to school checklist

Checklists are summarised in the tables below.

ANNUAL AND TERM CHECKLIST				
	Term 1	Term 2	Term 3	Term 4
All	Tissues Sun hat #1 Sunscreen Box of crackers One ID-sized photo for the birthday chart	Tissues Box of crackers	Tissues Box of crackers	Tissues Box of crackers
Nest	Wet wipes	Wet wipes	Wet wipes	Wet wipes
3-6, 6-9, 9-12 and 12-15 Phase	Small broad-leafed pot plant Apron/old T-shirt ID-sized photo Box of crackers (provitas, rice cakes etc.)	Small broad-leafed pot plant (return!) Box of crackers (provitas, rice cakes etc.)	Small broad-leafed pot plant (return!) Box of crackers (provitas, rice cakes etc.)	Small broad-leafed pot plant (return!) Box of crackers (provitas, rice cakes etc.)
After Care	Sun hat #2 Fresh fruit Water bottle #2 1 packet of wet wipes Sleeping bag and pillow (if child naps)	Sun hat #2 Fresh fruit Water bottle #2 1 packet of wet wipes Sleeping bag and pillow (if child naps)	Sun hat #2 Fresh fruit Water bottle #2 1 packet of wet wipes Sleeping bag and pillow (if child naps)	Sun hat #2 Fresh fruit Water bottle #2 1 packet of wet wipes Sleeping bag and pillow (if child naps)

DAILY CHECKLIST					
	Monday	Tuesday	Wednesday	Thursday	Friday
Nest	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice
3-6, 6-9, 9-12 and 12-15 Phase	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice	Complete change of clothes Fresh fruit Water bottle-water only, no juice Show and Tell
After Care	Fresh fruit				
The following are not allowed at school	Toys, food, drink, medication, valuables etc.				

Curriculum

3-6, 6-9 and 9-12 Phase:

Montessori's Cosmic Education follows the principle of presenting the big picture to the child first, and then breaking it up into smaller parts. We would first look at our Earth being made of land, air and water (the 'big picture') and then break this down into parts according to the level at which the child is working in reference to land and water forms, continents, countries, flags from the different countries and famous landmarks.

Although English Language, Maths and Science are of utmost importance and are dealt with on a daily basis, we pride ourselves on our foundation programme (incorporating Cambridge) which includes the

following subject areas from 3-6 Phase through to 9-12 Phase:
 Geography and History (Social Sciences/Humanities);
 Botany, and Zoology (Natural Sciences);
 Art, Music and Drama (Arts and Culture)
 Science and Technology

We also use the assessment criteria and critical outcomes as stated in the NCS for evaluation purposes to ensure our alignment with the Department of Education's expectations.

Subjects Covered:

6-9 Phase:

Activities of Everyday Living (Life Orientation), Geometry, Mathematics, Languages: English (First Language), Afrikaans (Additional Language), Science and Technology, Art, Drama, Music, Knowledge and Understanding of the World subjects (Geography, History, Botany and Zoology) and Physical Education.

9-12 Phase:

Activities of Everyday Living (Life Orientation), Mathematics: Algebra and Geometry, Languages: English (First Language), Afrikaans (Additional Language), Science, Technology, Knowledge and Understanding of the World subjects (Geography, History, Botany and Zoology), Economic Management, Science, Art, Drama, Music, Physical Education and Computer Studies.

12-15 Phase:

During the first two years of the 12-15 Phase, the children complete Cambridge Secondary 1 which focuses on Mathematics, English and Science. An introduction to Cambridge IGCSE makes up the rest of the curriculum. This allows for the child to gain a basic understanding of all IGCSE subjects before they have to make their subject choices at the end of their second year.

12-15 Phase:

Group 1 and Group 2: Cambridge Secondary

English, Mathematics, Afrikaans, Spanish, Business Studies and Accounting, Combined Sciences, Art and Designs, ICT (information Communication Technology) Food and Nutrition, Travel and Tourism and Global Perspectives.

Group 3: Cambridge IGCSE

Students are required to take a minimum of 8 IGCSE subjects.

Compulsory subjects: Mathematics, English and ICT

Choice of the following: Afrikaans or Spanish

Choice Packages: (One package to be chosen)

Physical science	Physical science	Physical science	Physical science	Travel and Tourism	Travel and Tourism	Travel and Tourism	Travel and Tourism
Biology	Biology	Accounting	Accounting	Accounting	Accounting	Biology	Biology
Business Studies	Art and Design	Business Studies	Art and Design	Business Studies	Art and Design	Business Studies	Art and Design
Food and Nutrition	Food and Nutrition	Global perspectives	Global perspectives	Food and Nutrition	Food and Nutrition	Global perspectives	Global perspectives

Academic Assessments

Children are assessed by the staff on a continual basis and a daily record is kept of work done and outcomes achieved. Although we do not follow the CAPS (Curriculum Assessment Policy Statement), we do ensure that the outcomes required by the National Curriculum Statement are met.

9-12 Phase:

- Two types of optional end of year assessments:
 - Year 4, Year 5 and Year 6: Cambridge Primary Progression Tests – assessed by the school
 - Year 6: Cambridge Primary Checkpoint – assessed by Cambridge
- The assessments help:
 - Teachers monitor your child's progress.

- Identify and address strengths and weaknesses.
- Provide international benchmarks.
- Provide detailed reporting of your child's performance.

12-15 Phase:

The IGCSE courses are two year courses and are assessed through final examinations, usually taken at the end of the course in October/November of the second year. Assessment methods vary from subject to subject and, as well as the final written examinations, may include oral, practical examinations, or coursework. All exam scripts are sent to Cambridge International Examinations (CIE) to be externally marked.

IGCSE grades range from A* at the top to U (ungraded). The final percentages and grades are awarded in England, by CIE, and are then communicated back to the school.

Verbal Reports (Term 1 and Term 3)

Parent Discussions (Term 1 and Term 3)

Informal parent discussions will be scheduled for the first and third term between the parents and the educators regarding their child. We consider these discussions as a very important part of the educational process in our school and parents are strongly recommended not to miss this opportunity.

Verbal reports apply to the following age groups: 0-18 months; 18-36 months; 3-6 years; 6-9 years; 9-12 years and 12-15 years.

Both parent and Educator are to sign the Verbal Report and any concerns raised with the class teacher during these discussions.

These meetings are compulsory and all parents are required to attend. Parents who are divorced are required to meet at the same time to ensure the same information is relayed to all parties.

Parent-Child Show and Tell (Term 1- Term 4)

During the last week of every term, parents are invited to attend a Parent-Child Show where the children showcase and share with their parents something they have either made, something interesting they have learnt or a project they have completed.

Please take note that this is not an evening to discuss your child's academic progress with his/her class teacher, but merely an opportunity for the children to share their learning experience with their parents and loved ones.

In the days leading up to this event, the teachers will spend time encouraging the children to 'plan' what they would like to showcase or share with their parents on the evening.

These Parent-Child Show and Tell events are conducted in both the Nest, 3-6, 6-9 and 9-12 Phase environments.

Formal Reports (Term 2 and Term 4)

Formal reports apply to the following age groups: 0-18 months; 18-36 months; 3-6 years; 6-9 years; 9-12 years and 12-15 years.

Formal Reports will be issued in June and December of every year. Reports will only be available for collection on the second last Friday of Term 2 and Term 4. If parents wish to meet with the Educator to discuss the reports they should do so in the last week of that particular term and not leave it for the following term.

Reports for children in the Generation Schools Nest (4 to 36 months) and 3-6 Phase years) should be collected and signed off by the classroom Educator.

6-9, 9-12 and 12-15 Phase learners' reports may be sent home in the learner's diary. All Reports not given to the child at the end of the term due to illness or not coming to school will be available for collection on the first day of the following term.

III. Code of conduct

Generation Schools embrace the fundamental values of the Montessori philosophy, which amongst others, includes respect for all people as well as oneself, all nature and property. We strive to encourage and nurture personal, intellectual and emotional growth in both learners and staff alike. The learner's best interests and in particular their personal safety will take precedence in every situation. No corporal punishment, humiliation of any shape or form of a learner, will ever be condoned. Severe repercussions and discipline will ensue should

this basic code of conduct and common decency be ignored.

Generation Schools strives to raise future generations of well grounded, well balanced human beings, who perform at their best potential and are able to relate to people from all walks of life in a peaceful respectful manner.

The Ground Rules

The health and safety of all learners is imperative.

Montessori is based on a short set of ground rules that apply to all learners, adapted to their ages and stages. Classroom ground rules are rules for human behaviour that provide limits for the group and for the individuals. These are all based upon respect for oneself, each other and the environment. By showing the learners how to follow the ground rules, a secure and peaceful environment evolves. Classroom ground rules allow each learner the freedom to choose, concentrate and create.

1. Respect for ourselves and others.
2. Respect for the environment.
3. Practice kindness, compassion and tolerance.
4. Freedom within boundaries.
5. Fostering a community.

Discipline Policy for the Younger Years (0-3 and 3-6 phases)

The first step to achieving harmony in the classroom is the modelling of appropriate behaviour by the adults. If we approach and speak quietly to the learner, the learner will take their cue from us. If we take care to say "Please and Thank You" and not to interrupt learners' conversations, this attitude will percolate through to the learner's behaviour among themselves and towards us as well. The liberty of the 'learner should have as its limit, the collective interest.

By focusing on the positive, the very best nature of a learner is nurtured. Grace and courtesy lessons allow the learners the space to practise positive interaction with the little ones, for example: how to say "excuse me", and how to say "no" with grace, plus many other helpful life skills.

Any anti-social behaviour is redirected in a positive direction.

A learner who is focused on his/her work will become absorbed in their activities and self-discipline will naturally follow.

Serious behavioural challenges that are not resolved through these channels will be discussed with parents in an interview. An action plan will be discussed and implemented.

If the behaviour is still on-going and it is found that even after/during such an intervention plan, the staff and facilities of the school are unable to meet the requirements of the learner, Generation Schools reserves the right to withdraw the learner from the school and would advise the parents to seek an environment that is better suited to the needs of the learner.

Montessori Best Practice

Montessori best practice for ensuring the above would include:

- Adults as role models.
- Objective observation of each learner.
- Grace and courtesy lessons for modelling the appropriate behaviour.
- Regular group and one-on-one discussions.
- Role playing.
- Use of the peace table.
- Encouraging practical life activities.

6-9, 9-12 and 12-15 Phase Disciplinary Policy

Generation Schools adopts a pro-active policy for dealing with anti-social behaviour, based on a strong foundation of collaboration between learners, parents, educators and the Head of Operations. The approach taken by the school ensures that the best behaviour is brought out in all learners, is tiered, one with each party involved playing a role.

Code of Conduct for 6-9, 9-12 and 12-15 Phase Learners

- A Code of Conduct and School Rules are workshopped by learners and the Educators together.
- On the learner's first day of school, a discussion is held between the learner and the teacher, outlining the Code of Conduct and School Rules and what they stand for.
- After the discussion, the learner is asked to sign the Code of Conduct, thereby agreeing to abide by each code. It is signed by the parents as well. Copies are kept in the learner's journal and on file at the school.

School Code of Conduct as of May 2017:

1. Respect others by being polite, considerate and helpful at all times.
2. Use only "inside voices" in the classroom.
3. Respect learners at work, without disturbing them.
4. Wait until given a turn to speak in class discussions.

5. Refrain from talking across the classroom.
6. No offensive or foul language.
7. No sexist or racist behaviour/language.
8. No possession or distribution of offensive material.
9. No dangerous weapons.
10. Each member of the Generation Schools community has a role to play in minimising theft.
 - No expensive items should be brought to the School.
 - Large amounts of money should not be carried around at the School.
 - Ensure all personal items are marked.
 - Do not leave bags or kit lying around the School property. (Rather leave it in the designated room for safe keeping.)
 - Cell phones or devices, as with other valuables, are brought to the School at the owners' risk. Should cell phones or devices be used without permission, they will be confiscated. See cell phone/device policy
13. Bullying will not be tolerated. This includes unkind remarks or actions. To stand by when someone else is being bullied is to support bullying. All instances of bullying are to be reported (victims are to be supported, not the perpetrators). Verbal harassment will be defined as threats, gestures, verbal attacks on race, ethnicity or sex. Teasing will not be tolerated. Physical or mental aggression will be severely dealt with.
14. No ball games may be played inside the School's buildings or in the corridors.
15. No vandalism or willful destruction of property.
16. All litter and refuse must be put into the designated bins. We strive for a healthy and clean environment at the School.
17. Wear the correct School uniform and keep appearance neat and tidy at all times.

Steps for Disciplinary Procedure

In the case where Montessori best practice principles have been in place, the learner and parents have signed and understood the School Code of Conduct and the child continues to transgress school rules, the following disciplinary procedure is followed:

1. Counselling with the learner.

Class teachers guide and monitor learner behaviour daily. Learners struggling to behave appropriately may be placed on Daily Report, where staff comment on daily activities in the learner's Daily Book. The learner reports to the Head of Operations at the end of the school day, who monitors his/her progress. Lack of respect in any form towards the staff, school environment and peers, including bullying, will result in a warning from the Head of Operations. Appropriate consequences will follow such a warning. Three warnings in a week will result in a meeting between the learner, his/her parents and the Head of Operations.

2. Counselling with the learner and parents.

At this meeting, strategies are put in place to assist the learner with behaviour regulation. Parents are expected to play an active role in assisting with structure and expectations at home. An action plan is put into place and the learner is warned that continued behaviour will result in the natural consequence of removal from the environment.

3. Suspension

Should the negative behaviour continue and the learner receives three more warnings from the Head of Operations, the learner will be suspended from the school for a period of one week in order for the learner to make a conscious decision towards change.

4. Expulsion

On return to school, the learner will be expected to behave appropriately. Should the negative behaviour continue and the learner receives a final three warnings, the learner will be asked to leave the School.

At each of the disciplinary levels, a written record of the procedure will be issued and placed on the learner's profile.

All procedures are at the discretion of the Head of Operations, Educators as well as the Managing Director, Jevron Epstein, in the case of Expulsion.

Parent Code of Conduct

Parents are to inform the school of changes to address, contact, medical and personal details in writing. Communication of such changes is critical to us being able to contact a parent quickly, particularly in an emergency.

Parents are to inform the school of changes to the child's profile in writing and are to give the appropriate notice (where applicable) of such changes (i.e. Changes to extramural enrolment, optional lunch service etc.). Only upon such written notification can monthly accounts and attendance registers be amended accordingly.

Parents are to respond to concerns addressed by the Educator and/or Head of Operations with regard to medical, remedial, therapy and/or anti-social behavioural issues that may arise with regards to the child.

Please make appointments to see staff members after school. Conversations during class hours are very disruptive to the children's routine. If an appointment cannot be kept, please inform the staff member in

advance and reschedule.

If you find foreign objects in your child's bag, please see that he/she returns it to the school. Our equipment is very expensive and difficult to replace and often, one tiny missing part destroys the purpose of the material completely.

Only appreciative language and conversation are permitted on the school premises.

Any grievance should be submitted to the Head of Operations in writing.

Parents should seek the consent of the Head of Operations should they wish to solicit business from any member of the school staff or school's parents.

Changes to these Policies and Procedure Guidelines can be amended and updated as and when required and a copy will be submitted to parents on an annual basis to ensure they are kept abreast of policy changes.

IV. General Policies and Procedures

School Times and Aftercare

Children arriving at school before 07:30 need to go to Early Care. Children will only be allowed inside the classroom from 07:30 onwards.

It is required that children be brought to the school and be collected by a responsible adult of at least 18 years of age. Children will not be allowed to leave with any unknown person unless arrangements have been made prior to arrival.

Generation Nest (4 months to 36 months) and 3-6 Phase will be brought to their classrooms by their parents through the right wing passage. Parents of children in the 3-6 phase are welcome to use the stop-and-drop zone in the mornings. Three educators will be on duty to ensure the children arrive safely in their classrooms.

6-9, 9-12 and 12-15 Phase children will use the stop-and-drop and walk independently into the school building. There will be two Educators ready to collect the children at the stop-and-drop from 07h30-07h55. Parents of children in the 6-9 phase are required to use the stop-and-drop zone in the school's parking lot and parents of children in the 9-12 and 12-15 are required to use the stop-and-drop zone in front of the school.

Generation Nest (4 months to 36 months) and 3-6 Phase parents are encouraged to walk their children into their classrooms in the mornings, but to make the handover period to the teacher short and sweet. Please establish a consistent routine that stays the same every morning. Greet the teacher, hand the child over with a hug and a kiss and a promise to return at the end of the school day and leave. We realise it can be just as difficult for some parents to leave their children as it is for the children to say goodbye, however, please remember that we are professionals and this is an annual occurrence. There may be tears for a while, as it is difficult to say goodbye, but generally, they do not continue for long and the children have a happy and active day. If you are concerned once home or at the office, please phone. Please be assured that we will call you if your child is having difficulty in settling in.

Once you have said goodbye, please leave, as it is more upsetting and confusing for your child if your words and actions are inconsistent. By staying after you have said goodbye, your child will learn that he/she can prolong the departure by becoming distressed.

Early Care

Early Care is an additional service offered by the school at a charge of R150 p/month. Children who need to be dropped off at school during the Early Care time period can be dropped between 06:30-07:30 and they will be supervised by a staff member. **All children are to be escorted through the main entrance of the school for early care. Please take note, children attending early care will be billed a charge of R150.00 p/month regardless of a number of days they attended.**

Morning Care

Morning Care is when children are received between 07:30 and 08:00 by the teaching staff before school starts.

Arrival and Departure

Drop off Times:

Early care: 06h30-07h30

Children to be dropped off at the Inventors classroom. (Designated early care

classroom.)

Morning care: 07h30 to 08h00 (please leave your child with the Educator on duty.)
Nursery and 3-6 Phase to be dropped off in the classrooms.
6-9, 9-12 and 12-15 Phase children to use stop-and-drop and go directly to their classroom.
(During wet weather all children to go to their classrooms.)

Montessori Nest: 07h30-08h30 at the latest
3-6 Phase: 07h30 to 08h00 at the latest
6-9 and 9-12 Phase: 07h30 to 07h45 at the latest
12-15 Phase: 07h30 to 07h45 at the latest

School Times:

Generation Nest (0 to 3 years)

Morning Care	07:30- 08:30	Children go straight into their classrooms.
Half day, with no lunch	08:30- 12:00	
Half day, with lunch	08:30- 14:30	
Full day	08:30- 17:30	

3-6 Phase:

Morning Care	07:30- 08:00	Children go straight into their classrooms.
Half day, with no lunch	08:00- 12:30	
Half day, with lunch	08:30- 14:30	
Full day	08:30- 17:30	

6-9 Phase:

Morning care	07:30- 08:00	Children go straight into their classrooms
Half day, with no lunch	08:00-13:30	
Half day, with lunch	08:30- 14:30	
Full day	08:00-17:30	

9-15 Phase:

Morning care	07:30- 08:00	Children go straight into their classrooms.
Half day	08:00-14:30	
Full day	08:00-17:30	

Collection

- Unless in Aftercare or attending an extramural, Generation Nest, and 3-6 Phase must be collected from their classrooms. 6-9, 9-12 and 12-15 Phase children will be brought to the stop-and-drop points by a staff member.
- If your child is not ready for collection at the drop-off zone, you will be asked to park in a bay or proceed to the exit and enter once more. Please do not cause traffic congestion by waiting for your child in the drop-off zone.
- During wet conditions, children will be waiting with their Educators in their classroom.
- Children will not be allowed to leave with someone else, other than the parent or a regular caregiver. If our staff have not been informed of a change in plans, the child will not be allowed to leave the premises.
- After the 15-minute collection period has ended, the remaining children will be taken into Aftercare and parents will be billed casual aftercare rates. (Applicable for all Half Day and Half Day with Lunch Students Only).
- Parents who allow their children to use public transport, shuttle services or allow them to walk home must provide a letter to the school confirming their travel arrangements to and from school.

Pick-Up Times, Without Lunch

Half-day Nursery:	Between 12h00 and 12h30 (If arriving late parents will be billed for aftercare. Please take note that the nest will start eating at 12h00.)
Half-day Pre-Primary:	at 12h30 (If arriving late parents will be billed for aftercare.)
Half-day Junior Primary:	at 13h30 (If arriving late parents will be billed for aftercare.)
Half-day Senior Primary:	at 14h30 (If arriving late parents will be billed for aftercare.)
Half-day Middle School:	at 14h30 (If arriving late parents will be billed for aftercare.)

Pick up times for children eating lunch at school will be at 14h30 for all the phases.

All Full Day Children Must be Collected Before 17h30.

For safety and security reasons, before 07:30, no child may enter the school premises unaccompanied by an adult.

The main school building is open to children at 07:30. Educators are available to receive the children in their classes by 07:30.

Aftercare runs from 14:30 until 17:30. Children have to be enrolled separately for this service. Please contact the school in this regard. During Aftercare, children will have a snack from 15h00-15h30. Aftercare activities include outside free time and quiet time, like puzzles, arts and crafts, Lego, reading and variety of board games.

Parents/guardians/family members/outside providers etc. who are collecting children from Aftercare will be required to 'sign out' using the biometric system, as well as the aftercare register that is kept by the relevant teachers. The biometric system is a fingerprint recognisable device. Adults who fail to be recognised on the biometric system will not be allowed to remove any children from the school premises. All adults collecting children from Aftercare will have to access the school building using the main entrance at the front of the school building. New parents enrolling their children will be allowed to register their fingerprints when their child starts school.

Late Collection from Aftercare

Please take note: if parents are going to be late in collecting their child from Aftercare, the school needs to be notified before 17h00 to make prior arrangements regarding their child's care, so that the staff are prepared. After 17h30 there will be a late fine penalty of R5 p/minute if parents are late in collecting their child. If it inconveniences the staff member's travelling arrangements, the parent will be required to cover those costs as well.

Parents will receive two warnings if they are repeatedly late in collecting their child/ren from Aftercare by 17h30. On the third warning, parents will be notified in writing that their child may no longer attend Aftercare for the duration of a week.

Inappropriate behaviour like biting kicking and spitting will not be tolerated. If children behave in an inappropriate manner, parents will receive a warning. On the third warning, parents will be notified in writing that their child may no longer attend aftercare and holiday care for the duration of a week.

Break-up day and Holiday Care: The Aftercare facility is available throughout the year, but the school, as well as Holiday Care, is closed on public and school public holidays. Holiday Care also closes over the December/January period.

Break-up day is the last day of term. The school will close at 11h00am for all the children. Parents will have 30 minutes to collect their children from school. **There will be no Aftercare/Holiday care on break up day.** This day is used for team building and professional development.

Holiday programmes and rates will be published closer to the time and will be invoiced separately. Holiday Care will run from 7h30-17h00. Parents will receive two warnings if they are repeatedly late in collecting their child/ren from Holiday Care by 17h00. On the third warning, parents will be notified in writing that their child may no longer attend Holiday Care.

Early Release Slip and Late Slips

The school drop off times are 07:30 to 08:00 and the collection times are 12.30 (3-6 Phase), 13:30 (6-9 Phase) and 14:30 (9-12 and 12-15 Phase) for the various phases. For security purposes the school gates and doors will be open from 07:30 to 08:00 for drop off and open again for pick up at 12:30-12:40 (3-6 Phase), 13:30-13:40 (6-9 Phase) and 14:30-14:45 (9-12 and 12-15 Phase). We ask that parents **do not** come into the school building before those times.

If parents are late in bringing their children to school, they will have to come in through the main building and sign a "**late reply slip**". If children are taken off the premises by parents/relatives/outside providers before the end of the school day they will be required to come to the Front Office and complete an "**early release slip**" and exit the school building via the Front Office.

We ask that parents notify the teachers in the message book or by email the day before or on the morning if they will be taking their children out of school earlier. This allows the teachers to be prepared and have the child/ren ready at the correct time for collection.

If parents wish to extend their holiday or take their child/ren out of school for a period longer than two days, we ask that you notify the school in writing of your decision.

Communication

Open communication between parents and staff facilitates positive home/school relationships based on trust and positive co-operation.

Generation Nest (0 to 3 years), 3-6 Phase, 6-9 Phase, 9-12 Phase) and 12-15 Phase use daily message books/journals for communication between home and the class Educators. Parents are encouraged to use the message books/journals for this purpose. When wishing to discuss your child's work or welfare, it is

necessary that you make an appointment with the classroom Educators through an email, message in the message book/journal or phoning the Front Office. **Members of staff may not be interrupted whilst teaching.** Educators are unable to confer with one parent while other children in the class are neglected.

A Parent Information Evening is held at the start of Term 1 and Term 3 to give parents and class teachers the opportunity to discuss the course work and matters of the classroom and school procedure. Verbal reports are also given at the end of Terms 1 and 3.

Formal reports are given to parents at the end of Terms 2 and 4. It is important that any concerns regarding your child are discussed firstly with the teacher and if necessary, with the Head of Department and if still not satisfied make an appointment to see the Head of Operations.

At the end of each term, the school will host a Parent-Child Show and Tell evening. This is an opportunity for parents to see what their children are doing in the classrooms. We encourage parents to attend this evening.

Stationery

Stationery is provided by Generation Schools for all children enrolled at the school and will be bought at the beginning of each semester. Parents are required to pay a levy at the start of the year for the year's stationery. Stationery will include all workbooks and stationery the children will require for the specific semester.

If children damage or break stationery maliciously, parents will be asked to replace it.

Grievances

If parents have any concerns regarding their child's academics, please address this immediately with the class Educator. If parents feel that the concern has not been adequately addressed by the class Educator, they are welcome to make an appointment with the Head of Department. If you still do not feel that your concern has been dealt with, please make an appointment to see the Head of Operations.

Please make every effort to schedule appointments as soon as you feel the need. Please do not leave concerns lingering. We rely on your feedback and input for the wellbeing of the children and the school.

We encourage parents to prepare for meetings where concerns are raised by considering their desired outcome. If this can be clearly established at the outset of the meeting, it will go a long way in steering the meeting and reaching a resolve. Please note that teachers and administrative staff do not get involved in incidents that happen outside of the school's parameters.

Health Policy

General Health and Hygiene

- Please apply sunscreen to your child each morning. During Summer and Spring, sunscreen will be re-applied in the classroom before outside time, as well as before children go outside during Aftercare.
- Please ensure that your child's nails are short at all times. A friendly pat can easily turn into a blood-drawing scratch. Remember nails grow faster during growth spurts, so please check daily.
- Please check for head lice daily and report any outbreak to the school office immediately.

"Stay at Home" Symptoms

The school environment is conducive to the rapid spread of illness. For this reason, we ask you to keep your child at home if they display the following symptoms:

- A headache, body aches or general flu symptoms.
- Elevated temperature.
- Vomiting or diarrhoea.
- Listlessness.
- A persistent cough or a sore throat.
- Profuse or discoloured mucus discharge.
- Bloodshot eyes.
- Evidence of head lice.
- Chicken pox, measles etc

Illness and Medication

If your child is sick, they should recover in a caring home environment and return to school once they are well enough to cope with a busy school day.

Children on medication may feel drowsy, nauseous or be hyperactive. We encourage you to keep your child at home until the course of medication is completed.

Do not leave medication in your child's school bag under any circumstances.

Medication for any conditions such as a headache, asthma or diabetes need to be recorded in our medication register, labelled and kept in the Front Office once you have made the medical condition known to the administrator and the class Educator.

Infectious Disease

Please notify the Front Office if your child has contracted an infectious disease. For highly contagious diseases, we will notify the other parents so that they can be on the lookout for symptoms. In some cases, we may be required to notify the Department of Health.

Allergies

Please ensure that the school is informed in writing of any and all allergies your child may have. This information should be completed on your application form and updated as required.

Please discuss any allergies with your class Educator and provide anti-histamines as required.

Medical Emergencies

In the case of injury or illness during school hours, the child may be brought to the school office. Parents will be notified by telephone to pick up a sick or injured child. If a parent cannot be reached, the office will call the alternate contact persons listed on the application form. **Parents are responsible for keeping all emergency information current by making any changes in addresses, telephone numbers, or emergency contact information at the office.**

If we are unable to contact a parent/guardian/alternate contact person in case of an emergency, we will take the appropriate action to ensure that your child has the necessary medical care. All medical costs are for the parents' account, including the services of an ambulance or call-out of a doctor.

First Aid and CPR

All our Educators are trained in First Aid and CPR, and they hold valid certificates.

Blood/Vomit Spill

If a child injures him/herself in such a way that blood is spilt, the staff member who administers first aid is required to wear latex gloves.

Such is the rule when cleaning up vomit. Gloves need to be worn and a clearly labelled vomit bucket is available in each classroom.

Lice

Head lice are mainly spread by direct contact with the hair of an infested person. The most common way to get head lice is by head-to-head contact with a person who already has head lice. Such contact can be common amongst children during play at:

- School
- Home
- Elsewhere (e.g., sports activities, playgrounds, camp, etc.)

Uncommonly, the transmission may occur by:

- Wearing clothing such as hats, scarves, coats, sports uniforms or hair ribbons worn by an infested person.
- Using infested combs, brushes or towels.
- Lying on a bed, couch, pillow, carpet or stuffed animal that has recently been in contact with an infested person.

Parents will be contacted immediately if lice are detected and the child will be sent home to treat accordingly.

Uniform

It is our school policy that all children wear a school uniform when attending school and school related activities where appropriate.

Who Is Required to Wear Uniform?

All children from the 3-6, 6-9, 9-12 and 12-15 Phases are required to wear the Generation Schools clothing on the upper part of their body.

6-9, 9-12 and 12-15 Phase learners need to bring a change of clothing for PE sessions.

The following guidelines reflect Generation Schools' general dress code.

Purpose:

The dress code policy is to provide a safe and secure learning environment at the school where learners can concentrate on their work without undue focus on external appearances. The dress code is intended to balance the benefits of school uniforms with the principle of individual choice. These benefits include instilling a sense of community, reducing distractions and helping to identify those who belong on the campus.

Maria Montessori said, **"A child who wants to shine needs to focus on shining from their mind not from what he or she puts on their body."**

The following applies to learners from the 3-6, 6-9, 9-12 and 12-15 Phases.

1. Learners are required to wear the school uniform on the upper half of the body.

Combinations of the following may be worn:

School short sleeved golf shirt (navy or white)
School sports T-shirt (navy or white)
School long sleeve golf shirt (navy or white)
School long sleeve hoodie (grey)
School long sleeve tracksuit top (navy)
School baseball jacket (12-15 learners only)
School uniform on the upper body may be accompanied by the school shorts or tracksuit.
Casual attire may be worn on the lower part of the body; unbranded, unpatterned casual shorts, skorts, skirts, jeans, trousers or leggings may be worn. These need to be neat, clean and without holes or tears, preferably in school colours.
Dresses and skirts should be on the knee in length — long enough to touch the ground when kneeling.

Shoes:

Tackies, predominantly black/white. Unacceptable shoes and boots include: character, lighted, wheels, heels, wedges and shoes that make a sound. 'Heelys' (shoes with wheels) are not allowed on campus for safety reasons. All shoes and boots must be worn with socks or tights.

Socks:

Plain colours, preferably blue, grey, white, black.

Inside Socks and Slippers:

Because of the Montessori philosophy of using materials on the carpeted floors, children will remove their outside shoes and wear socks or slippers to promote safety, cleanliness and a quiet atmosphere. Appropriate slippers include: croc-like shoes, slippers that are not open-toed, backless, sandals and otherwise not distracting. The slippers may stay at school.

Jewellery:

Only a wrist watch permitted. Earrings need to be either studs or sleepers, only one piercing per ear.

Hair:

For health reasons, hair touching the shoulders or longer must be tied up. This may be in a neat ponytail, bun or plait. Loose strands of hair or long fringes touching the eyebrows need to be clipped securely away from the face. Dark, sand colour or blue colour clips, alic bands, hair bands and elastics are preferable.

No colouring including; rinses, tints, highlights or peroxide is allowed. All braids must be able to fit into a reasonable ponytail and tied up tightly and must match the natural hair colour of the learner. Any buns are to be neatly formed on top of the head with no loose hair. Hair gel is permitted in moderation, but no spikes, waves or exotic hairstyles. Sideburns should not extend beyond the middle of the ear.

Make-up:

None whatsoever. No nail varnish of any sort.

Hats/Caps

The schools' policy is 'No hat, no play.'
No hat/cap is allowed to be worn indoors.

Accessories/Body Adornment

The following accessories and body adornments are not permitted: excessive and distracting jewellery; spike jewellery, ear gauges, visible tattoos (temporary or permanents); distracting hairstyles, hairpieces, hair colours; and make-up. Sunglasses may not be worn in the building.
If belts are worn they cannot include logos, chains or other distracting paraphernalia.

Your child must wear his/her uniform from the first day of school.

2. Nest and 3-6 Phases

Please do not send your children to school in their most precious clothes - the children do get dirty by simply playing in and exploring their environment. We want to encourage them to do this.

Dress Code Policy for Field Trips, Outings, Events and Presentations

For field trips, outings and presentations, the school may require a school colour dress code to be worn with the Generation Schools uniform. Information about the dress policy will be presented to the families in the official school outing letter sent home to parents prior to the event. The purpose of this field trip dress code policy is to help in identifying our school, for enhancing school spirit, and for the safety of each child.

Uniform Shop

- Generation Schools places one bulk uniform order per term.

- An order form will be supplied to parents with the deadline date for submission.
- If payment has not been received by the specified payment date on the invoice, the uniform order will not be placed for that term.
- Uniform fittings take place at the Front Office during school operating hours – please contact the office to arrange a suitable time.
- All uniform sales are final; Generation Schools will not accommodate exchanges or returns.

Lost property

All clothing and personal items must be marked clearly, with both the child's name and surname. A container is provided for lost property in the Front Office. Do not worry if individual items are temporarily misplaced when you collect your child. They usually turn up the next day and will be placed in the lost property container, so it is advisable to look there the next day.

To assist in identifying lost items please ensure that **every item of your child's property is clearly marked**. The school will not be held liable for any lost items. Please also check your child's clothes to ensure that the clothes brought home do actually belong to your child! If not –please return them to school.

Take note: Every second Friday all lost property items including water bottles, containers, clothing, shoes etc. will be donated to an organisation or charity of the schools' choice.

Extramural Activities

- Generation Schools offers a number of extramural activities to our children. Extramural fees are to be paid directly to the school. All extramural activities are invoiced and must be paid for at the beginning of each term. Should we not receive payment your child will not be able to attend extramural lessons.

Please note, children requiring less than half an hour's care while waiting for an extramural activity will not be charged for aftercare.

Please contact the Front Office to find out more about the extramural activities offered at school and how to enrol your child.

Take note that there is a term's cancellation period.

Extramural program

Generation Sports

Generation Sports offer a Summer and Winter sports programme. As always the learners are all very excited about the sports and activities they get to participate in.

Sports Offered: 3-6 Phase

We incorporate all the basic sports offered at the school:

For our younger phases, 3 to 6 years, we will continue with the foundation phase and learn about the sporting environment both on and off the field. This includes basic skills like learning to pass, kick, throw, jump, skip, run and all the essentials of movement and development for learners at this vital age.

Sports Offered: 6-9, 9-12 and 12-15 Phase

<u>Year-round Sports:</u>	Handball and Dodgeball
<u>Summer:</u>	Athletics, Cricket Skills
<u>Winter:</u>	Netball Skills, Soccer, Tag Rugby

Please note that additional one-on-one sports will be offered once confirmed with outside suppliers

ETC Music

Please note the follow regarding extramural music lessons:

- 32 lessons are offered per year at an average of 8 lessons per term.
- Billing is split over 4 terms and takes place at the beginning of each term. Payments must be made at the beginning of each term, should we not receive payment your child will not be able to attend music lessons.
- Existing students do not need to re-enrol each term. However, a term's notice is necessary if your child wishes to discontinue lessons.
- As payment is requested upfront each term, students will only begin lessons once music staff have been informed that accounts are up to date. We appreciate your co-operation and understanding in this

regard.

Homework

3-6 and 6-9 Phase:

There will be no set homework given to children.

However, if a teacher feels that a student would benefit from extra tasks completed at home or if a student has not completed the set work in the allocated time frame, work will be sent home with the student and needs to be completed in the specific time frame.

It is also required of children to do research and project work outside of school hours. Parental support is sometimes required and we trust that this will be provided when needed.

9-12 Phase:

Depending on work completion, there will be no set homework. If children are not completing the daily required work expectations, they will be required to complete the work at home. This will be communicated to parents in advance.

12-15 Phase:

Homework assignments are intended to reinforce and extend learning processes in the classroom and serve as support for teachers to assess student understanding of work covered during lessons.

Completion of homework can motivate students to develop good work habits while increasing the opportunity for individual initiative and responsibility. Homework tasks can include research tasks and projects to stimulate creativity, critical thinking, and awareness that learning can take place outside of the classroom.

Birthdays and Celebrations

Birthdays

Children are allowed to bring cupcakes on the day of their birthday. No party packs are allowed.

If your child suffers from any allergies or intolerances, please inform the Educators and provide a container with healthy options for your child to choose from.

Nest, 3-6 and 6-9 Phase children will have a birthday ring celebration. Please discuss this further with the class educator.

Celebrations

Our school has a healthy food policy and therefore we will not allow unhealthy foods during celebrations like Easter, Valentine's Day etc.

Events

During school events, we encourage parents to come and enjoy the festivities with the staff and parents of Generation Schools.

No alcohol will be allowed on the school premises.

During events, we ask that parents support the school's food policy by not bringing any food onto the premises. Parents who bring food onto the premises will be asked to leave it outside of the school premises.

Food at school

	Snack to be delivered to the classrooms	Paid lunch
0-18 months	08:00	12:00-12:30
18 months-3 years	08:00	12:00-12:30
3-6 years	08:00	12:30-13:00
6-9 years	08:00	13:30-14:00
9-12 years	08:00	13:00-13:30
12-15 years	08:00	12:45-13:15

Lunch and Snack

At Generation Schools we consider good nutrition to be essential for a healthy body and mind and these principles are taught and practised from an early age. Therefore, mealtimes are a very important part of our day.

Part of the Montessori philosophy is that we encourage all children to be more independent in the classroom by cutting fruit, spooning yoghurt, pouring water etc. The children are involved in all aspects of the snack preparation process and are encouraged to enjoy the sense of community in sharing a meal together. Snack time consists of seasonal fruits, savoury biscuits and pieces of food that the children can assemble themselves in class. It has always been our policy that this snack-time is something shared amongst all the children and they, therefore, look forward to the sociable meal. Snack time is provided to the classroom during the first working cycle.

To improve our Healthy Food Policy at school we request parents to send a variety of fruit to school during the week. If we have a variety of colours, sizes, shapes etc. in the class it will encourage the children to be adventurous and try and eat new fruits daily.

The menu will be sent to parents via email and put up around the school for all parents to view.

If your child is gluten or wheat intolerant we ask that you send an alternative option for the wheat/gluten food item to school on that particular day. Please do not send an additional meal to school. Furthermore, we request parents who have mentioned that their child(ren) have an intolerance for particular food items or who need to be on a specific diet to provide the school with a **medical note or dieticians/ nutritionist report**.

No food is allowed on the school premises. Parents are asked to abide by the Healthy Food Policy when entering the school premises. This includes attending any school functions, events or waiting for a meeting. Parents who bring food onto the premises will be asked to leave it outside or throw it away. No nuts or nut products are allowed on the school premises or are allowed to be packed in for school outings and camps.

Innings and Outings

Children going on any outings or attending any innings at school are required to follow the same Healthy Food Policy.

RF Security Tags

A security tag per family will be supplied for access into the school gates. These tags can be collected and signed for from the Front Office. If parents would like to purchase an additional RF security tag they can collect their tag from the Front Office and the financial department will invoice the relevant parties R130.00 per tag.

No parents/guardians/family members/outside providers will be allowed on the premises without using their RF security tag or signing in at security.

All parents/guardians/family members/outside providers etc. who are collecting children from Aftercare after 14h30 are required to register their fingerprints on the biometrics system.

Adults who fail to be recognised on the biometric system will not be allowed to remove any children from the school premises.

Toys

No toys are allowed to be brought to school or to Aftercare/Holiday Care. If a toy is seen by a member of staff the child will receive a warning and the child will be told to put the toy in his/her bag. If the toy is brought to school again the toy will be taken away from the child and given back at the end of the day when parents come and collect his/her child. If the child is seen after that with another toy, the toy will be kept until the end of the term.

The staff at Generation Schools will not be held responsible for looking after any toys. If toys go missing during the course of the school day, the school and staff will not be held liable.

Notices and Reply slips

Relevant school information will be sent to parents via email or will be put in your child's message book or journal. All reply slips need to be returned to school in the allocated time frame either by email or by completing the slip and handing it directly to the class Educators. The class Educators will collect all the reply slips and send it to the office.

Please do not send any reply slips to Head Office or to the Front Office unless indicated otherwise.

Class Representatives

All correspondence regarding school official business or anything relating to your child's academics will be sent to parents directly by the school administrators. Class Representatives will create class WhatsApp groups. This is merely a tool the class representatives will use to ensure that all lines of communication stay open. Please take note that if you do have any grievances or concerns pertaining directly to Generation Schools that you directly email the management of the school and to not email the class representatives or discuss it on the WhatsApp group.

Some of the Class Representatives' task will be to build/create:

- **Support:** The class representatives are there to support and help you on your journey at Generation Schools.
- **Representation:** The class representatives will be your voice should you have any lovely suggestions that you would like to see implemented at the school.
- **Awareness:** The class representatives will make you aware of any events happening in and around the school that you were perhaps unaware of, or that you might have forgotten about.
- **Community:** The class representatives are responsible for fostering a community at Generation Schools and bringing us all together.
- **Opportunities:** Part of forming a community, the class representatives create opportunities and events in and around the school for families to get together and get to know one another.
- **Change:** If you have any ideas and would like to see them realised, please speak to the class representative and they will bring these ideas along to our monthly meeting.

GS WhatsApp Etiquette & Guidelines

The WhatsApp platform is an incredibly useful communication tool, that allows parents and staff to share text or media to individual contacts or WhatsApp groups from our smart devices or Computers. Generation Schools encourages parents to be part of the group so that they receive the information the school needs them to.

However, it is also a tool that can quickly get out of hand, especially in a WhatsApp Group environment, when individuals use it as a casual chatting platform, disregarding the fact that not everyone in the group is necessarily interested in unrelated chatter between individuals. If parents become irritated then they will unsubscribe and class reps/the school will not be able to reach them via this medium.

To avoid unnecessary WhatsApp congestion and irritation we need to make parents aware of the following:

1 . The Class WhatsApp Groups are for PUSH NOTIFICATION purposes ONLY. The class reps will post information on the group and ask participants to please message the class reps directly, should parents have any questions, queries or feedback.

2 . PLEASE only reply to the whole group, if the information is relevant to the WHOLE GROUP.

3 . The WhatsApp group should only be used for SCHOOL RELATED BUSINESS or ACTIVITIES. Class reps will need to address individuals privately who don't adhere to these guidelines.

Once a Campus Representative is appointed by the school, a detailed WhatsApp Etiquette and Guidelines email will be sent to all parents, outlining the simple, yet effective guidelines, as well as giving parents some hints and tricks on customizing their WhatsApp environments to reduce irritation and to encourage an effective and efficient communication platform and experience.

Workshops

Generation Schools will be hosting workshops throughout the year for parents to attend. Workshops will be hosted by the Educators on various topics that might include discipline, creating a Montessori bedroom, Montessori didactic material etc. Workshops will consist of a group of about 12-15 parents. Dates will be given at the beginning of every term for parents to plan for in advance.

Viewing of Footage Procedures

The cameras installed in all the classrooms are for educational and security purposes. If an incident occurs at school, the school will view the footage and report back to the parent(s). In all normal circumstances, parents will not be allowed to view the footage due to privacy constraints. Should we feel that there is an incident at school that a parent(s) should be made aware of, the school will take the necessary actions for the particular parent(s) to view the footage.

Innings and Outings Procedures

We arrange one outing per term for the 3-6, 6-9, 9-12 and 12-15 Phases. Parents will be required to sign permission forms for each outing. Children who do not return a signed permission slip by the allocated date, will not be allowed to attend the outing.

An inning and outing fee will be requested from you at the start of every year. This fee will cover the child's

entrance as well as any parents/drivers accompanying a trip. Parents should only transport as many children as they have seatbelts. For innings, parents will be asked to put the reply slip of the inning letter, with the money in an envelope and hand over to the educator.

3-6 Phase:

Educators are not permitted to transport children. This is to ensure that they are free to supervise arrangements. The Educators will assign the parent/driver to a group of children (usually their own child and friends known to the parent). The parent will then be responsible for these children throughout the entire trip, as well as attending to their needs (toilet, snack, clothing etc.). On return, parents/drivers are to see each child safely into the classroom where the Educator ensures everyone has returned.

We always need the help of parents for lifts to our outings and encourage parents to avail themselves to at least attend one of their children's outings. It is a time when you can get to know the other parents and also see how your own child interacts with their peers.

6-9, 9-12 and 12-15 Phase:

Educators will use bus services to transport children to and from the outing venue. Parents will not be permitted to attend the outings.

On outing days, please ensure that your child arrives early, as we cannot wait for late comers. Children who are ill are not admitted on outings. Please phone in if your child is going to be absent on an outing day.

Outing Attire

All Generation Schools children will be required to wear the Generation Schools white/navy golf shirts to all outings and innings during the year. Please ensure that your child wears this shirt as the outer layer of clothing for all outings.

Outing Snack

For outings, you will be asked to pack a healthy disposable snack. Please pack a healthy and balanced snack and small juice (not box juice but rather one that can be sipped at and sealed again for later) in a disposable packet with your child's name clearly written on it. When children have finished their snack they can throw their disposable bag away and not be concerned about looking after it while enjoying the outing. Please take note that no nut or nut products are allowed on outings or to innings.

3-6 and 6-9 Phase Show and Tell

Each Friday during class circle time, children are invited to show and tell their class about a special theme-related item or 'letter of the week' they have brought to school. This activity helps the children build their confidence and vocabulary. Note that children only participate if and when they feel comfortable to do so - so at first, we may have some "showing", but not much "telling".

Please assist your child in finding or making a theme-related item to bring to Show and Tell on Fridays.

Please do not send valuables or sentimental items. No toys are allowed for Show and Tell. We encourage you to discuss the weekly theme with your child. Please refer to the weekly theme letter in your child's message book for more information about the theme.

Payment of Fees

School fees are payable in advance, on or before the 7th day of each month, unless alternative arrangements have been made. Fees paid after the 7th of every month will be subject to a late penalty fee of 10%. Should fees be outstanding for 1 or more months the child may be suspended from school and the account will be handed over to our attorneys who will forward a Letter of Demand. Failure to adhere to the Letter of Demand will result in the defaulter's name and ID number being listed as a defaulter with the TransUnion Credit Bureau database and this information will be available at all South African Credit Bureaus. Any account handed over to our attorneys will be liable for all legal costs occurred. Refunds are not made for cancellation of application, absence due to holiday or illness. Fees are calculated on an annual basis and are charged monthly over a period of 12 months (January – December). Should you wish to change your child's day from full day to half day only you are required to give a months' notice.

Notice Period of Withdrawal of Child:

One full school term's notice, in writing, is required before removing your child from our school, or payment in lieu thereof will be required. Failure to pay will result in liability for all legal costs (including legal costs on the scale between attorney and own client) incurred for the recovery of school fees.

Information Technology Policy

The purpose of this IT policy is to provide guidelines for the appropriate use of Generation Schools computing resources. The computing resources that Generation Schools provide on-campus, exists to support the research, instructional, educational and administrative needs of the school.

Computing resources include, but are not limited to, computer hardware, software, network and communications equipment and supplies.

Users include the current academic staff, administration, support staff and students.

Availability: while the school will endeavour to provide computer resources as required, the Educators and management have the authority to define appropriate and reasonable use of these resources and if necessary, to place limits on the usage.

Confidentiality of Information: each user is accountable for ensuring the integrity of the information accessed, maintained or distributed is consistent with the school's procedures.

The purpose of Use: the school's computer equipment is intended to support the research, instructional, educational and administrative needs of the school.

Illegal Activities: the school's computer resources are not to be used to create, transmit, store or copy illegal information or materials. Misuse thereof will be acted on appropriately.

Physical Security: no users of computer equipment at Generation Schools will jeopardise the computer equipment, system programs or stored information. No users will interfere with the work of others. No users will attempt to modify the school's security system, reproduce viruses or chain letters or inappropriately make use of the internet, equipment and other resources.

Copyright: no user of will copy software from the school computer equipment.

Electronic Mail: it is the user and not the school that is responsible for his/her email contents. Generation Schools will not normally intrude upon the privacy of email but reserves the right in certain circumstances to review any and all email and the context thereof.

Privacy: the school respects the privacy of their users' email accounts, but must take note that all data is saved on the school's server, therefore the school has ownership of that data.

Compliance: any misuse of the school's computer equipment will lead to disciplinary action.

V. Montessori Philosophy

As your children will be in a Montessori environment we advise that you familiarise yourself with the Montessori philosophy. Dr Montessori discovered a good deal about the nature of the learning process in young children. The attitudes and confidence developed during these formative years will serve the children throughout their lifetime. It is felt that a child is most apt to retain a positive attitude toward learning and acquire confidence in a relaxed atmosphere where the child sets her/his own pace, follows her/his own interest and is free from criticism and competition. Our motto is, 'Follow the child and prepare her/him for life'.

The Following Are Some Basic and Important Montessori Concepts:

- The small child is a lover of work. Intellectual work that is spontaneously chosen is carried out with profound joy. As the child grows through our school, we will see different characteristics of the child emerge. These need to be understood and catered for.
- The child has a need to learn by doing. The child's natural wish: 'Help me to do it myself' is respected.
- Since teaching is based on profound respect for the child's personality, it leaves the child room to grow in biological independence. The child is allowed a large measure of liberty (not licence) which forms the basis of real self-discipline.
- Since the children are freed from competition and they do not work for praise or reward, learning becomes its own true reward and the sharing of learning follows naturally.
- Since the children work from their own free choice, they are freed from the danger of overstrain. There is no pressure to gain approval, nor any feelings of inferiority or fear of mistakes with the ridicule or criticism which may follow. Such feelings or experiences could be the unconscious cause of profound mental disturbances in later life.
- The Montessori method develops the whole personality of the child through emotional, intellectual and spiritual levels to gain confidence and awareness. The child grows into a mentally, physically, socially, emotionally and spiritually healthy and happy adult.
- Dr Montessori believed that every child delights in spontaneous activity directed toward intellectual discovery. In the Montessori environment, it is believed that the primary purpose of education is to nourish the innate possibilities of human development. Freedom of choice in a prepared and favourable environment is an integral part of the Montessori program.
- Children in a Montessori environment are honoured as unique and respected as individuals. Values such as compassion, harmony and justice develop naturally from this environment.
- The major goal is to help the children reach a stage where they use their own abilities to think and decide. Self-esteem comes from a process which enables us to learn from what works and what we do well rather than from experiences which are always correcting our mistakes

VI. School Contact details

Head of Operations	kerryn@generationschools.co.za
Front Office	sunningdale@generationschools.co.za heather@generationschools.co.za
Nest Head of Department: Khaylin	ladybugs@generationschools.co.za

3-6 Phase Head of Department: Barbara	dolphins@generationschools.co.za
6-9 Phase Head of Department: Lizette	explorers@generationschools.co.za
9-12 Head of Department: Joanne	seniorprimary@generationschools.co.za
12-15 Head of Department:	middleschool@generationschools.co.za
Sports: Trevor	sports@generationschools.co.za
Chef: Asanda	chef@generationschools.co.za
Dolphins (3-6 Phase)	dolphins@generationschools.co.za
Turtles (3-6 Phase)	turtles@generationschools.co.za
Penguins (3-6 Phase)	penguins@generationschools.co.za
Explorers (6-9 Phase)	explorers@generationschools.co.za
Discoverers (6-9 Phase)	discoverers@generationschools.co.za
Adventurers (6-9 Phase)	adventurers@generationschools.co.za
Inventors (6-9 Phase)	inventors@generationschools.co.za
Monet (9-12 Phase)	monet@generationschools.co.za
Van Gogh (9-12 Phase)	vangogh@generationschools.co.za
Picasso (9-12 Phase)	picasso@generationschools.co.za
Ladybugs (18 Month – 3 Years)	ladybugs@generationschools.co.za
Squirrels (4-18 Months)	squirrels@generationschools.co.za
Middle School (12-15 Phase)	middleschool@generationschools.co.za

Head Office Contact details

CEO	jevron@generationschools.co.za
Operational Manager	amy@generationschools.co.za
Administrator	robyn@generationschools.co.za
Administrator/Uniform	samantha@generationschools.co.za
Financial Manager	nicholas@generationschools.co.za
Finance Department/Accountant	nicky@generationschools.co.za

Appendices:

- What to bring the first day of school
- Code of Conduct School Contract
- Uniform order list

I, PARENT/GUARDIAN: _____

Of _____ Class: _____

RELATIONSHIP TO LEARNER: _____

As the parent/guardian of this learner, I have read and agreed to the Parent Handbook of Generation Schools.

I understand that a copy of this agreement will be kept in the learner's file at the School.

PARENT/GUARDIAN SIGNATURE: _____

DATE: _____