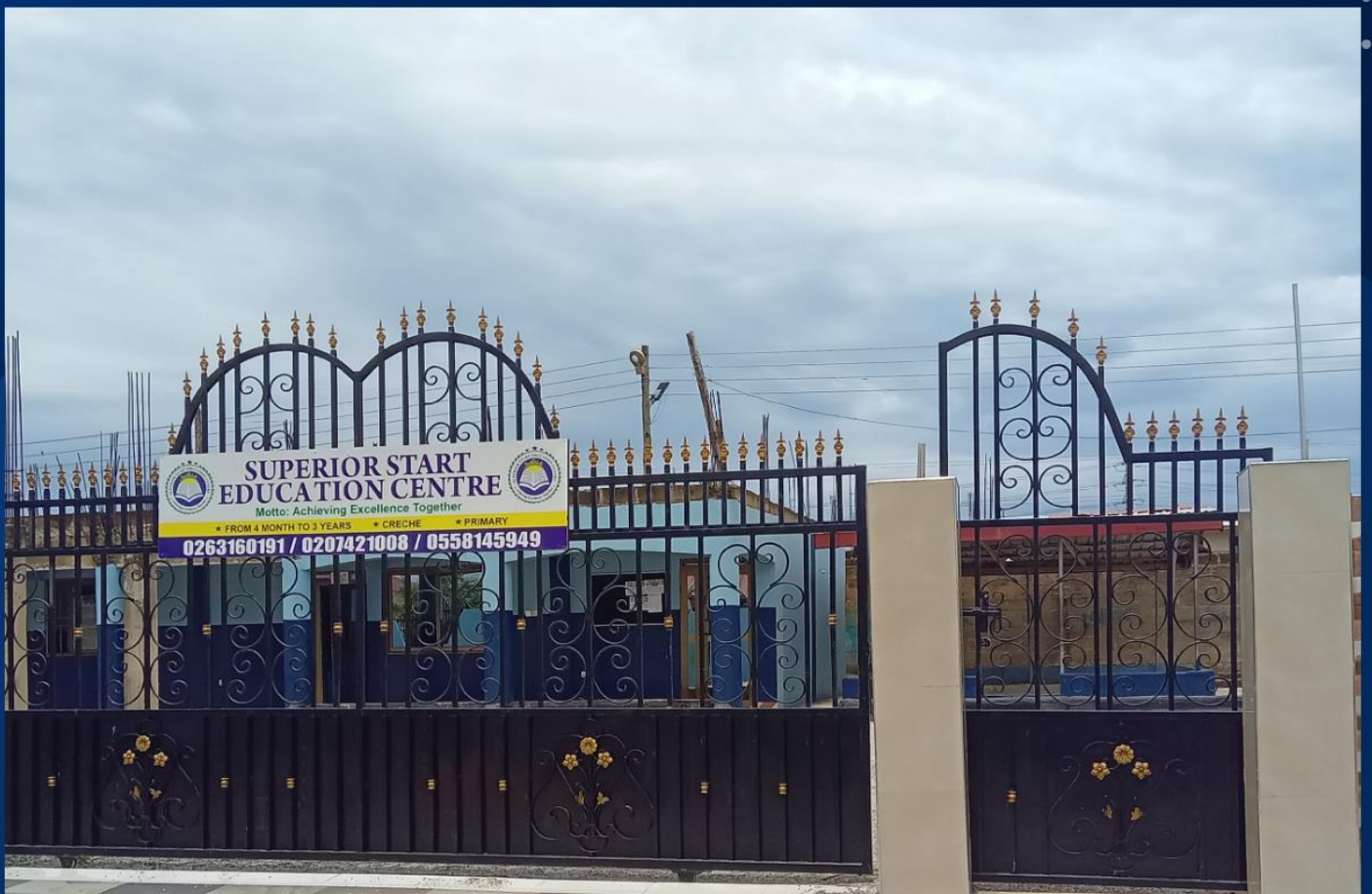




**SUPERIOR START EDUCATION CENTRE**  
ACHIEVING EXCELLENCE TOGETHER

# PARENTS HANDBOOK



**POLICIES AND PROCEDURES**



## **SUPERIOR START EDUCATION CENTRE (SSEC) PARENTS' HANDBOOK**

**Superior Start Education Centre Contact Information:**

**Phone: 0263160191/0558145949**

**Address: CX-015-5720**

**Location: (591E-Comfort Mensah RD), American Town, Kaso;**

**Email: [superiorstart.edu@gmail.com](mailto:superiorstart.edu@gmail.com)**

Dear Parents & Guardians,

This Parent Handbook serves as a guide to help you understand our school policies and procedures and how to best support your child's learning. We encourage you to read this handbook carefully and keep it as reference. We are more than happy to connect and address any concerns.

We look forward to working with you and your family!

Regards,

Rita Quaigrain Owusu

Principal

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## **GENERAL INFORMATION**

### **WELCOME**

Welcome to Superior Start Education Centre (SSEC). We are certified by the Registry of Companies, Ghana Education Service (GES), National Schools Inspectorate Authority (NaSIA), Department of Social Welfare and Department of Environment and Health to provide child care and education for children from the age of 4months to the Primary School Level.

### **WAIVER**

"Lack of enforcement of a certain policy at any time does not indicate that the particular policy is no longer in effect". If we do not exercise a right that is provided by this agreement that does not mean that we have given up that right. Superior Start Education Centre reserves the right to make any policy or financial changes at any time when it is in the best interest of the school and will not compromise the quality of the children's care. Any changes will be given at least two-week notice unless it is an emergency.

### **INFORMATION UPDATES**

We take reasonable steps to ensure that your personal information is accurate, complete, and up to date throughout the year. If at any time your details change, parents are asked to notify the school as soon as possible through telephone call or at the school's main office to ensure our records are up to date.

### **PRIVACY INFORMATION**

Superior Start Education Centre acknowledges and respects the privacy of its clients. The information that is being collected by our service is to process your enrolment at our service and assist us to provide the best possible level of care for your child. By completing this form, you have consented to this information being collected. The intended recipients of this information are Superior Start Education Centre, its authorised Staff and relevant government authorities. You have the right to access and alter personal information concerning yourself or your child.

### **RELIGIOUS PRACTICES**

We sing songs about Jesus and the Bible, read Bible stories. We also pray in the morning and before we eat. If you have any objections to your child participating in any religious activities, please let us know so that other arrangements can be made for your child during this time.

### **OUR VISION**

To provide academic excellence and natural development for children in a well-prepared environment (1Kings 3:9)

## OUR MISSION

To bring up refined learners with a great/excellent sense of humour or purpose to be better persons wherever they find themselves, with whatever they have and in whatever they do. (1 Timothy 4:12-13 breaking this scripture in line with our mission). To bring out refined learners, we have to train them to:

- Embrace their identity
- Engage the word (The word is Jesus, Jesus is the only light that will make them shine in dark/wicked world. John1:1-5, Proverbs 8:35)
- Pursuing Holiness (Living the life that God want us to live) in a changing world
- Live a legacy in their generation
- Give attendance to reading, advice and teachings.

## OUR VALUES

**Respect:** Learners showing kindness and consideration to each individual so as to achieve their full potential

**Growth:** To support learners to grow in character and to impact self-knowledge and self-development

**Auto education:** To support learners think critically and well as learning beings

**Sense of Responsibility:** Learners should take charge of their own actions/life and to channel their time and energy on things that are beneficial/important.

**Love:** Learners love learning and all that is associated with it and to play with purpose

**Engaged Community:** To create a relevant and intentional education community through a partnership that endorses a strong bond with the family, school, staff, local and global community environments to foster the development of each child's natural curiosity and enthusiasm for learning.

## NAMES USED AT SUPERIOR START EDUCATION CENTRE

KNOWN NAMES	SSEC SPECIFIED NAMES
PRESCHOOL (CRECHE – KG) BLOCK	YOUNGEST CHILDREN COMMUNITY
PRIMARY BLOCK	CHILDREN HOUSE COMMUNITY
TEACHERS/FACILITATOR	GUIDE
TEACHING ASSISTANT	ASSISTANT GUIDE
ATTENDANT	CHILDCARE AIDE
CLEANER	JANITOR
KITCHEN STAFF	CHEF
FEMALE STAFF	MS + THEIR SURNAME (LAST NAME)

MALE STAFF	MR + THEIR SURNAME (LAST NAME)
CHILD/CHILDREN	LEARNER/LEARNERS
CRECHE 1 (ONE YEAR AND BELOW)	LOWER CRECHE - LITTLE SPROUTS
CRECHE 2 (1-2 YEARS)	UPPER CRECHE - LITTLE STEPS
NURSERY 1 (2-3YEARS) CLASS	LOWER NURSERY - AMAZING ANGELS
NURSERY 2 (3-4 YEARS) CLASS	UPPER NURSERY - SHINNING STARS
KINDERGARTEN 1 (4-5 YEARS)	LOWER KINDERGARTEN - YOUNG EXPLORERS
KINDERGARTEEN 2 (5-6 YEARS)	UPPER KINDERGARTEN - YOUNG INVESTIGATORS
PRIMARY/BASIC 1	GRADE 1 - THE SCHOLARS
PRIMARY/BASIC 2	GRADE 2 - THE INCREDIBLES
PRIMARY/BASIC 3	GRADE 3 - THE VICTORIOUS
PRIMARY/BASIC 4	GRADE 4 - THE SUPERBS
PRIMARY/BASIC 5	GRADE 5 - THE INTELLECTUALS
PRIMARY/BASIC 6	GRADE 6 - THE LEADERS

## OUR PROGRAMME

### EDUCATIONAL PHILOSOPHY

#### Our Core Beliefs:

1. **Child-Centred Learning:** We believe that children learn best when they are actively engaged in their own learning process. This means providing opportunities for exploration, play, and hands-on activities.
2. **Holistic Development:** We believe education should address the whole child, including their cognitive, emotional, social, and physical development.
3. **Positive Relationships:** We believe building strong, positive relationships with learners is crucial. A supportive and nurturing environment helps children feel safe and valued, which enhances their ability to learn.
4. **Individualized Learning:** We believe every child is unique and learns at their own pace. It's important to tailor teaching methods to meet the diverse needs of each learner.

#### Teaching Methods:

- **Play-Based Learning:** For preschool, we emphasize play-based learning, where children learn through play and exploration. This approach helps develop critical thinking, problem-solving skills, and social interactions.
- **Inquiry-Based Learning:** In basic school, we incorporate inquiry-based learning, encouraging students to ask questions and seek answers through research and experimentation.
- **Integrated Curriculum:** We use an integrated curriculum that connects different subject areas, making learning more meaningful and relevant to learners' lives.

### **Goals for Learners:**

- **Love of Learning:** Foster a lifelong love of learning by making education enjoyable and engaging.
- **Critical Thinking:** Develop critical thinking and problem-solving skills that will help students navigate the world around them.
- **Social Skills:** Encourage the development of social skills, such as cooperation, empathy, and communication.

### **Assessment:**

- **Formative Assessment:** Use ongoing assessments to monitor learner progress and adjust teaching strategies as needed.
- **Summative Assessment:** Use to evaluate learner's learning, skill acquisition, and academic achievement at the end of a defined instructional period through formal assessment that typically occurs after a period of learning and it is implemented at the end of a unit, set of units, or entire course to assess whether learners have achieved the learning objectives.
- **Portfolio Assessment:** Maintain portfolios of student work to track their development over time and celebrate their achievements.

### **Implementation:**

- **Safe Environment:** Create a safe and inclusive classroom environment where all learners feel respected and valued.
- **Parental Involvement:** Encourage parental involvement in the educational process, recognizing that parents are key partners in their child's education.
- **Professional Development:** Continuously seek professional development opportunities to stay current with best practices in early childhood and basic education.

## **CURRICULUM**

### **PRE-SCHOOL CURRICULUM**

Through a strong parent/guide partnership, we aim to ensure that your

child is:

- Able to communicate their needs and have a good vocabulary;
- Able to socialize with other peers and form relationships;
- Able to develop motor control and balance for a range of physical activities
- Able to recognise numbers and quantities in the everyday environment;
- Able to participate in musical activities such as singing and dancing;

- Independent in eating, getting dressed and going to the toilet;
- Able to take turns, sit, listen and play.

## **EARLY YEARS FOUNDATION STAGE CURRICULUM (EYFS)**

Our Pre-school follows the Early Years Foundation Stage Curriculum (EYFS). Its practice is shaped around four guiding principles that apply to all children from birth to 5 years. These are:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children **learn and develop** well in a **well-prepared environment**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
4. Children **develop and learn in different ways and at different rates**.

The framework covers the education and care of all children in early years provision. Experiences offered to the children by SSEC entails these principles; experiences which themselves are assessed against seven areas of learning set out below:

### ***The Prime Areas:***

- **Personal, social and emotional development** - this involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.
- **Communication and language** - this involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** - this provides opportunities for young children to be active and interactive; and to develop coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

### ***The Specific Areas:***

- **Literacy** - this involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

- **Mathematics** - this involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces and measures.
- **Understanding the world** - involves guiding children to make sense of their world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** - this involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, design and technology.

Each of these areas of development is defined by early learning goals (ref.: The Early Years Foundation Stage Statutory Requirements), which all practitioners are required to support children in developing in each area.

## **PRIMARY CURRICULUM**

Our primary level follows the NaCCA approved curriculum which is standard-based and demonstrate the placing of learning at the heart of every classroom and ensuring that every learner receives a quality education. It has at its heart the acquisition of skills in the **4Rs** of **Reading, wRiting, aRithmetic** and **cReativity** by all learners as approved by Ghana Education Service.

The framework covers the education and care of all children in the primary level of education. Experiences offered to the learners by SSEC entails these principles; experiences which themselves are assessed against these areas of teaching and learning are as follows:

### ***The Prime Areas (Core Competencies):***

**Critical Thinking and Problem Solving:** This skill develops learners' cognitive and reasoning abilities to enable them to analyse and solve problems. Critical thinking and problem-solving skills enable learners to draw on their own experiences to analyze situations and choose the most appropriate out of a number of possible solutions. It requires that learners embrace the problem at hand, persevere and take responsibility for their own learning.

**Creativity and Innovation:** It promote entrepreneurial in learners' skills through their ability to think of new ways of solving problems and developing technologies for addressing the problem at hand. It requires ingenuity of ideas, arts, technology, and enterprise. Learners having this skill are also able to think independently and creatively.

**Communication and Collaboration:** This promotes learners the skills to make use of languages, symbols and texts to exchange information about themselves and their life experiences. Learners actively participate in sharing their ideas. They engage in dialogue with others by listening to and learning from them. They also respect and value the views of others.

**Cultural Identity and Global Citizenship:** It involves developing learners to put country and service foremost through an understanding of what it means to be active citizens. This is done by inculcating in learners a strong sense of social and economic awareness. Learners make use of the knowledge, skills, competencies and attitudes acquired to contribute effectively towards the socioeconomic development of the country and to critically identify and analyse cultural and global trends that enable them to contribute to the global community.

**Personal Development and Leadership:** this involves improving self-awareness and building self-esteem. It also entails identifying and developing talents, fulfilling dreams and aspirations. Learners are able to learn from the mistakes and failures of the past. They acquire skills to develop other people to meet their needs. It involves recognizing the importance of values such as honesty and empathy and seeking the well-being of others. Personal development and leadership enable learners to distinguish between right and wrong. The skill helps them to foster perseverance, resilience, and self-regulation and responsibility necessary for lifelong learning.

**Digital Literacy:** It involves developing learners to discover, acquire, and communicate through ICT to support their learning. It also makes them use digital media responsibly.

***The Specific Areas:***

- English
- Mathematics
- Science
- History
- Creative Arts
- Religious and Moral Education
- Physical Education
- French
- Ghanaian Language
- Computing

Each of these areas of development is defined by the Standards-Based Curriculum (SBC) by National Council for Curriculum and Assessment (NaCCA) (ref.: New Standards – Based Curriculum - NaCCA) – [curriculum.nacca.gov.gh](http://curriculum.nacca.gov.gh)

**ENRICHMENT PROGRAMMES**

We offer a wide selection of extracurricular activities all of which are included during the school day.

- French as a second language
- ABACUS
- Sports and Aerobics
- Lego Education

- Creative Arts & Crafts
- Music and Dance
- Clay/Playdough
- Field trips

## **ADMISSION PROCEDURE**

We admit children from 4months and above. We welcome children from all backgrounds, regardless of their sex, race, religion, colour or creed. Although, we do take certain points into account when deciding which child should be offered a place at Superior Start Education Centre.

- Enrolments are based on space available.
- Our ability to provide the appropriate facilities for the welfare of the child.

The following forms will need to be returned prior to the first day of attendance or brought with you on the first day.

- Enrolment form
- Health History Book (Weighing book)
- Birth Certificate
- Verification of policy handbook initiated, signed and dated

All enrolment forms, birth certificate, health history book (weighing book) and verification of parents' handbook, signed and dated must be completed and handed in before the child will start attending classes (ideally, this should be at least one week before the start date to allow for any care issues to be raised and clarified before the child begins).

Settling-in sessions will be organized to enable the child to settle at a gentle pace. It is recognized that the settling-in process will be individual for each child and that both parent and child must be confident that the settling-in period is satisfactory.

## **ATTENDANCE**

We strongly encourage that your child attends school regularly as research shows a clear link between attendance and success. If your child will be absent, please let us know. If there is some compelling reason for your child to be absent for an extended period of time, please consult with the Head of Academics/Principal. When a child is absent, it may be difficult for the child to reconnect and resume her self-development and self-education.

## **MEDICAL ABSENCE**

- If your child is sick, kindly call or send a message to the Principal or Head of Academics.
- If your child is sick for more than 3 school days please send a medical note, which must be signed and dated, to school with your child upon their return.

## **ABSENCE FOR OTHER COMMITMENTS (e.g. ABSENCE FOR PERSONAL/FAMILY REASONS, TRAVELS, etc)**

Please call or send message to the Principal or Head of Academics for permission. Each request will be dealt with on an individual basis and the school may or may not support the request. Generally, we do not support absence from school for other commitments. Every lesson counts!

**It's a responsibility of the parents to inform the school in case of the change of the authorized for pick up person.**

## **DAILY ROUTINES**

Drop-off is from 7:00am to 8:00am for those who do not come with the school bus. For those who come with the bus, kindly ensure your child is at the pick-up point exactly at the allocated time. Please ensure your child arrives on time.

Learners should be in the class by 08:30am ready to start the first lesson. In the morning, students should be dropped off at the school entrance where they will be directed to their classroom by the staff on duty. For all learners, the routine at SSEC is based around snack & meal times which are as follows:

- Morning Snack time: 10:15 am
- Lunch: 12:00noon
- Afternoon Snack time: 2:45pm

Outside of that, each classroom follows a daily routine /class time table depending upon the age group and competencies of the children.

## **HOURS OF OPERATION**

1. **Children from 4months to 3years division:** This operates from 7:00am to 3:00pm with an hour grace period so all the children in this division needs to leave the school premises latest by 4:00pm, Monday through Friday, January through December with the exception of National holidays, two weeks to the start of a new academic year and a two weeks Christmas holidays in December.
2. **Children from 4 years and above division:** This operates from 7:00am to 3:00pm, Monday through Friday with the exception of National holidays and school vacations (which are communicated to parent at the beginning of each term). School year runs from September to July.
3. **Administration:** The office is opened from 7:00am until 4:00pm, Monday through Friday throughout the year. School offices are closed on national holidays and two weeks in December for Christmas break.

## **SSEC OFF DAYS/HOLIDAYS**

No service will be provided on all National Public Holidays

If a holiday falls on a Sunday, we would be closed the following Monday. For the latest information regarding all holidays etc, kindly refer to the Academic Calendar. Further updates will be communicated with parents through the SSEC Parents' Whatsapp Page in case of any change in the academic calendar.

## **STAFF**

We are proud of our warm and nurturing guides who take a sincere interest in a learner's development and apply their knowledge in the classroom. All our staff value working as a team with parents and colleagues. All our kitchen staff are health screened annually.

## **SUMMER SCHOOL (LONG VACATION PERIOD)**

During the third term long vacation, we appreciate that it can be a challenge for our parents to find suitable childcare. On the other hand, it is necessary for our staff to have adequate rest after a busy academic year.

With this in mind, from year-to-year Management will endeavour to do our best to facilitate where possible some summer school programmes at our discretion. The dates may vary from year to year and the decided fees will be paid separately. It will not be included in the SSEC termly fee package.

# **POLICIES AND PROCEDURES**

## **SETTLING IN PERIOD**

Each child is different and therefore settling in period cannot be defined to a certain degree. Each child has his/her own needs, routines, feelings & preferences. That is why during the settling in period, it is important for parents and the class guides to discuss how the child is adapting and adjusting to the school environment. An ideal settling in period for each child could take between two weeks and three months. We find however that 2-3 weeks is the average.

For longer than that, possible symptoms for not settling in well could be for example: the child being frequently ill, irregular attendance, late arrivals to school etc.

**During the settling in period:** The parents will be involved in the settling in period. You can be rest assured that the main class guide will give you honest and all required information regarding how the child was during the separation. During the entire settling in period, the parents should also plan to set some time aside for conversations in passing with the guides. In this way it will be possible to establish the relationship and the trust between the family and our school. It would also be helpful if the parents inform the class guides, Head of

Academics/Principal about special events such as, e.g. a bad night or illness over the weekend. In this way the needs of the child can be addressed more effectively.

Saying goodbye:

Parents should always say goodbye to their children. In order not to prolong the pain of “being left alone” it is helpful for the child if the parents say goodbye once and then leave. After saying goodbye the parents can wait outside or at the administration office until the child is taken to class to be rest assured that their child has calmed down. We will also send whatsapp updates / or call frequently for the first few days to ensure mom and dad are comfortable with the separation and understand that their child has settled in for the day. This can be difficult to comprehend for parents as they drop their children off crying. Our guides have years of experience with this and know exactly how to calm a child down.

It is also important to note that children often cry again on pick up when they see mummy or daddy. Again, this is a totally normal reaction and does not mean the child has had an unhappy day at school.

### **ARRIVAL AND DEPARTURE**

School starts at 7:00 am, the staff assists children with arrival from 7:00 to 8:30 by meeting the child at the gate. A late arriving child must be accompanied to her classroom by a parent and the parent is requested to feed and change their wards uniform into their indoor dresses before leaving. We strongly encourage a prompt arrival, as lateness regularly affect the child and disrupts the school’s programme.

Children in the Youngest Children’s Community depart from 3:00pm to 4:00 pm. The Guide or assistant dismisses the children to their parents at the gate. If any person other than a parent is to pick up a child, the individual should come with the child’s school pick up card.

When conversing with your child after school, let the child know that you are interested in all aspects of the child’s day, not only school progress. A question such as, “What did you do today?” may be helpful. Also, when she brings home his/her work, set aside a time to assist him/her when you can be focused and do this with joy and appreciation. Genuine comments from you, which express neither excessive praise nor negative criticism, are appropriate.

### **ILLNESS**

During the first few months of school, it is quite normal that your child will pick up various colds, bacteria and other viruses. This is because your child is now in a setting with more children than usual and also a new environment that can cause your child to come into contact with different micro-organisms which they have not yet built an immunity to.

Studies done by the National Health Review Service UK finds that between 8-12 colds or viruses within the first year of preschool is normal.

However, there are steps you can take in order to support your child's immune system. “In addition to serving foods that are rich in protein, zinc and vitamin C and free of refined sugar, parents should consider supplementing toddlers’ diets with immune-boosting vitamin D and probiotics, both of which are available in kid-friendly drops and chewable tablets.” National Health Review Service. It’s also important to remember that kids need to be exposed to viruses to build their immune systems.

## **LATE PICK-UP POLICY**

Superior Start Education Centre operates promptly each day between the hours of 7:00am and 4:00pm. If children are picked up after 4:00pm, a late fee of **GHS20** will be charged for every 1 hour thereafter and this is to be paid directly to the School Administration Office. We would encourage parents to arrive at least 10 minutes before pick up to acquire feedback on their child's day.

## **RELEASE POLICY**

SSEC Staff will not release children to anyone other than parents and pre-authorized persons/guardian (listed in the Enrolment Form). These authorized persons may be asked for further identification. This is to ensure the safety of the child as well as everyone. Parents/Authorized Persons are required to carry their Authorized Pick Up issued IDs on a daily basis.

We must be informed if anyone who is not mentioned on the collection form will be coming to collect the child. This is done by the parent by calling the Head of Academics/Principal. However, an ID copy of the person should be sent to us for records.

Parents also need to inform school when nannies/drivers or any other authorized person is no longer allowed to pick up their child. Parents should be responsible for collecting the SSEC Pick-Up ID Cards from people that no longer work for them.

Superior Start Education Centre will issue one SSEC Pick-Up ID cards for each family. In case ID cards get lost, need updated information or more ID cards are required, parents will purchase them at the reception at **GHS35** per ID card.

## **DISCIPLINE & GUIDANCE POLICY**

### **DISCIPLINE**

We use positive reinforcement for behaviour. From age 3+ at the beginning of the year, each class will make a set of classroom rules which all children formulate and agree to themselves (under the guidance of class guide). Children will decorate and hang classroom rules. These will be reinforced every day. Children will understand and be reminded of our expectations throughout the day.

Once a child understands the rules and disobeys them, the following techniques are used and as a last resort a meeting will be called with the parents. If problems cannot be resolved, arrangements will have to be made for the child to go elsewhere for care.

### **POSITIVE GUIDANCE TECHNIQUES**

1. **Ignoring:** Some negative behaviour is produced by a child to get attention. It can be stopped when it does not get the attention desired. We will use this technique unless a safety issue is involved.

2. **Redirection:** We offer alternatives to children engaged in undesirable behaviour by presenting a different toy or activity.

3. **Verbal Intervention:** We explain to the child the inappropriate behaviour and show him/her the appropriate way to handle the situation with words.

4. **Logical Consequences:** We help the child understand the logic of his/her actions by removing the object or activity in which the child is engaged.

5. **Take a Break:** The child is separated from the group to allow him/her to relax and calm down, and to help him/her not to be influenced by peers. The child will have access to limited activities and be closely monitored. The child may return to the group as soon as the negative behaviour stops or is significantly reduced. If 'Take a Break' occurs constantly or not working child's parent will be asked to come and pick up the child.

Giving positive verbal rewards encourages acceptable behaviour. This reinforces a child's good feeling about his/her behaviour and serves as an example to the children to act in such a way as to receive the praise. Asking a child to stop and think about their behaviour enables the child to work at self-control.

**Punishment that is humiliating or frightening to a child, such as hitting, spanking, shaking, verbal or sexual abuse, withholding or forcing food or punishments for lapses in toilet training and other forms of physical punishment are PROHIBITED.**

**If a child hits, bites, punches or hurts a teacher or other children on more than 2 occasions, on the third time, they will be asked to be removed from the school until they have changed their behaviour. The child will be allowed back to the school the following day, however if there is no change in the behaviour, parents will be invited for a discussion on further action to be taken. The school will do everything to alleviate frustrations in all our learners, but we must also ensure the safety of all our staff and other children.**

## **PROCEDURES FOR INCIDENTS INVOLVING BLOOD EXPOSURE**

Examples of the types of accidents involving blood exposure are:

- An injury to the skin (cut with a sharp object);
- Mucous membranes;
- Skin that is chapped, grazed, or otherwise affected so that an effective skin barrier is not present;
- A bite or injury, which results in blood exposure.

In Superior Start Education Centre, we believe that biting is a natural developmental stage that many children go through. It is usually a temporary condition that is most common between thirteen and twenty-four months of age. The safety of the children is our primary concern. The Preschool biting procedure addresses the actions the staff will take if a biting incident occurs. Toddlers bite other toddlers for many different reasons.

A child might be teething or overly tired and frustrated. He or she might be experimenting or trying to get the attention of the adult or his/her peers. Toddlers have poor verbal skills and are impulsive, without a lot of self-control. Sometimes biting occurs for no apparent reason. Children are encouraged to use their words if they become angry or frustrated. The staff members will maintain close and constant supervision of the children at all times.

A human bite will rarely transmit a bacterial infection if proper first aid is given. Hepatitis B and HIV can potentially be transmitted during a human bite if the skin is broken and a blood exchange occurs.

When a bite or injury occurring in the school setting involves a break in the skin and potential blood exposure, the school will follow the guidelines:

1. Assess the bitten area and clean with water.
2. Check both children's immunization records and determine if they are up to date with their tetanus.
3. File an incident report and alerting the parents of the children involved
4. Both children and parties involved in the biting incident should be tested for Hepatitis B and HIV in severe cases.
5. It is recommended that their reports should be shared with the management of the school to ensure safety of other children.

### **ANTI-BULLYING POLICY**

Bullying is behaviour by an individual or group that intentionally hurts another individual or group either physically or emotionally and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, culture, sex, gender, – it may occur directly, indirectly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).

The mission of Superior Start Education Centre is ensuring that children are actively taught on developing their interpersonal skills that will result in their empathy to others with one of our values being Respect. We are committed to providing a safe and caring environment that is free from disruption, violence, and any form of harassment so that every one of our learners can develop to their full potential and learn in a secure environment. Bullying damages children and the school does all it can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

The school prides itself on mutual tolerance and the celebration of diversity. The school is committed to actively promoting and safeguarding the welfare of its learners. This policy seeks to produce a consistent approach to bullying and to comply with the school's duties. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that there are consistent expectations of behaviour both at school and at home, and that the school and parents cooperate closely together. This policy applies to all day in the school, and applies to actions which take place both inside, and outside of the school.

### **THE SCHOOL'S RESPONSE TO BULLYING**

At the school, we always treat bullying very seriously. It conflicts. Sometimes unkind behaviour is thoughtless or is not deliberate or intended to hurt. Some pupils may see their hurtful conduct as 'teasing' or a 'game'.

This behaviour is unacceptable but may not be malicious and may be corrected by advice. However, if unchallenged or dismissed, this type of behaviour can have a wearing and significant impact on targeted individuals. SSEC will never dismiss bullying as “banter” or “horseplay”, and all reported incidents of bullying will be dealt with by staff in accordance with this policy.

The school understands that bullying can be so serious that it may cause physical, emotional, and psychological damage, such as eating disorders, self-harm and even suicide. Stopping violence and ensuring the immediate physical safety of pupils is the school's first priority. However, the school acknowledges that emotional bullying can be more damaging than physical bullying, and therefore staff will use their discretion when dealing with an incident of bullying within the parameters of this policy. Some behaviour by a learner towards another may be of such a nature that safeguarding concerns are raised. Such behaviour may include bullying (including cyberbullying), causing physical harm, initiation/hazing type violence and rituals, sexting, upskirting or any form of sexual harassment or violence. Concerns about a learner’s welfare because they are the victim or perpetrator of bullying behaviour must be reported. The school will always treat a bullying incident as giving rise to a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. No one deserves to be a victim of bullying: everybody has the right to be treated with respect. Pupils who are victims of bullying will be supported. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving.

## **MUTUAL RESPECT POLICY**

SSEC has a safe and welcoming environment that promotes:

- Mutual respect for all members of the school community;
- A sense of belonging and empowerment of all members of the community;
- Collaboration and negotiation.

All members of the school community are to interact with each other in a respectful manner where tolerance and understanding are the focus of any interaction. In our institution, it is expected that all adults will interact with each other in an open, mutually respectful manner. As such, if an adult has an issue or concern with the school or staff, we ask they should use the appropriate channel of communication. Please note that if something is of concern to a parent, all parents are welcome to come and ask their questions, as we will always promote transparency and will provide parents with all relevant information to keep them informed. To protect everyone's privacy, we will never discuss anyone's personal life, health issues, job related topics, etc. rather only things that are relevant and can affect the well-being of other learners.

## PHOTOGRAPH POLICY

When a child is admitted at SSEC, we ask parents to consider agreeing to the child being photographed on occasion by the school staff or individuals validated by the school Coordinators. This enables the school to proceed with the taking of photographs for publicity shots and at special events/occasions such as Rep Your Jersey Day, Christmas and Graduation etc.

Given that children participate in activities and events in groups, if the permission to take photographs of the child wasn't granted, the school will not take portrait photos of the individual child. However, the child may be featured in group photos and/or videos.

## DRESS CODE

All learners in SSEC are mandated to wear Superior Start Education Centre prescribed uniforms. Our school uniforms with scheduled days are as follows:

DAY	UNIFORM	FOOTWEAR
MONDAY	STARRED WHITE TOP WITH CHECK BLUE DOWN	BLACK/BROWN SHOE WITH WHITE SOCKS
TUESDAY	LACOSTE WITH BLUE JEANS SKIRT/TROUSERS	BLACK/BROWN SHOE WITH WHITE SOCKS
WEDNESDAY	INDOOR DRESS (P.E KITS)	SNEAKERS (ANY COLOUR) WITH WHITE SOCKS
THURSDAY	SCHOOL PRINT	BLACK/BROWN SHOE WITH WHITE SOCKS
FRIDAY	LACOSTE WITH BLUE JEANS SKIRT/TROUSERS	SNEAKERS (ANY COLOUR) WITH WHITE SOCKS

The child should be dressed in comfortable clothes that he/she can self-manage for the bathroom and also strictly follow the school's prescribed uniforms and footwear outlined above.

Every attempt is made to protect children's clothing from permanent damage or stains; however, accidents do occur. If the child is not willing to wear an apron, he/she will not be forced. At SSEC, we provide students with cloth aprons for art activities.

Learners in Pre-school are to always come to school with a spare indoor dress and a pair of crocs (for Creche and Lower Nursery, this will be kept in school). We will change the child into his/her spare clothes for messy activities. If there is no indoor dress in the learner's bag, we will have to keep a uniform on. Please take into consideration that the uniform might get dirty in this case.

If the child doesn't have but needs an extra set of clothes SSEC will provide the child with an extra set of uniform. This comes at an extra cost, which will be paid at the School Administration office during the pick-up time.

## **Hair and Jewellery**

- **For female learners:** Hair should be neat and secured away from the face. Hair that is shoulder length or longer is to be tied back. No use of beads on braided hair. This is a health and safety issue.
- **For male learners:** Hair should be decently cut, nice and presentable
- Coloured hair is not acceptable
- No make-up, coloured lipstick or nail polish should be worn to school.
- Jewellery should be restricted to cute earrings and wrist watch

## **POLICY ON THE USE OF TECHNOLOGY AND SOCIAL MEDIA**

This policy applies to the parents and staff at Superior Start Education Centre. It includes (but is not limited to) the following technologies:

- Social networking sites (i.e. Facebook, Instagram)
- Blogs
- Discussion forums
- Media Sharing services (i.e. Youtube)
- Micro-Blogging (i.e. Twitter)

Please note that not all learners will be posted on our social media platforms. We use this tool to promote our facilities and activities being conducted at our school. As part of our duty to safeguard children it is essential to maintain the privacy and security of all our families. We therefore require that:

1. No photographs taken within the school setting or at school special events and outings with the children are to be posted for public viewing, except those of your own child. (This excludes those photographs taken by staff for use of SSEC educational purposes, SSEC social media platforms or in other advertising material)
2. Any public discussions on social media sites that could be construed to have any impact on the school's reputation or that would offend any member of staff or parents associated with the school are prohibited.
3. Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
4. In the event that staff name the school or workplace in any social media they do so in a way that is not detrimental to the school or its families.
5. Staff observe confidentiality and refrain from discussing any issues relating to work.
6. Staff and parents should report any concerns or breaches to the Head of Academics and Principal.
7. Any comment deemed to be inappropriate is to be reported to the Head of Academics/Principal.

## **SUPPLIES**

Upon enrolment you will be given a list of supplies required for your child. Please be sure that ALL items are clearly labelled to avoid confusion. Make sure you have enough supplies packed. If the supplies provided are not enough after the parent/guardian have been alerted, and we

will need it for the child, we will provide it when possible and parents will have to take care of costs.

Personal toys from home are not allowed in school. If they are seen with the child, we will kindly ask for it to be taken home or we will keep at the admin desk until home-time.

School bags should not have wheels or exceed the size of 20cm width x 40cm height so that every child has a secure place for their important things. A second bag of the same size or smaller may be brought if all items cannot fit into one bag of the appropriate size. For example, a lunch bag can be brought separately.

## **HOMEWORK**

For children in pre-school, homework is only for kids 2+ and will be sent home only when the previous homework has been returned. Homework can be in any format: printed, electronic, books to read, songs to listen to, topics to talk to the child about, etc.

For learners in primary level, learners are expected to read for 20 minutes every day. Other homework will be at Guide discretion.

## **SCHOOL CLOSING**

In the event of an emergency school closing during the day, parents will be asked to pick up children as soon as possible. Administration, Head of Academics/Principal and Guides will remain in the school until all children are picked up. In the event of an emergency facility evacuation, parents will be notified via WhatsApp, call and/or text as soon as all children and staff are safely in an offsite location.

Please note, there will be no refunds if school is closed due to some unavoidable reasons or in order to keep children and staff safe. Please remember that tuition is due regardless of government closures, holidays, absence, earthquake/heavy rainfall alerts, flooding or school closing for an emergency.

## **VISITORS**

All individuals who are visiting the school (i.e., someone who is not a parent or authorized pick-up person; or staff member) is required to check in at the administration office before entering any classroom. The visitor is then required to check out before leaving the building.

## **PARENTAL COMMUNICATION**

### **PARENT / GUIDE COMMUNICATION**

SSEC prides itself on the collaborative approach between a parent and guide on a child's learning and development. We recognise at SSEC how busy parents are and that it may not be possible to engage in daily conversation with your child's guide.

**\*We ask that communication from parents to the school is to be explicitly through school email, text/whatsapp messages through the Head of Academics/Principal's contact number so that no messages go missed or unreported. We cannot guarantee a prompt reply for non-emergency messages delivered to management through any other method of communication.**

**\*Communication between guides/other staff members of SSEC and parent/guardian is not allowed via personal lines of communication (mobile phones, personal email addresses, WhatsApp etc.)**

### **PARENT-GUIDE CONFERENCES**

Parent-Guide Conferences will take place during our first and last term of the academic year. Guides will discuss the initial assessments and strategies with parents that will be used to ensure their child will be successful throughout the year. During our last term, parents will discuss with the guide the progress the child has made throughout the year and if the child has reached all his/her milestones.

### **PARTNERSHIP WITH PARENTS**

SSEC firmly believe that close cooperation and communication with parents is essential to the quality of service we offer. We also understand that parents have their own specific needs and are entitled to being involved in any decisions made regarding their child.

SSEC has agreed principles for parents/guardians' involvement. The importance of continuity between home and school cannot be overstressed. Our aim is to develop an honest, open and supportive relationship with parents, which complements life in their homes rather than contradicts it.

We are very aware of our influence as role models for the children who attend our school and without the parents' extensive knowledge of their children, we would be unable to enhance the children's development.

At SSEC we believe that the particular wishes of parents will vary from family to family, and culture to culture. They may be linked to diet, sleep provision, clothing, personal care routines or behaviour management. Specific parental needs or wishes will be identified, discussed with them and acted on in an appropriate manner.

Parents' wishes are to be valued and acted upon whenever possible, as long as they do not affect the school's policies or uphold a practice that could be detrimental to a child or to other children in the setting.

At SSEC, we recognise that the responsibility for setting the expectations for behaviour within the relationship rests with the professional worker.

For this reason, we will always ensure that our staff meets the highest standards in professional relationships. These are reflected in the following criteria:

- Adopting an open and transparent approach towards the application of policies and procedures.
- Never accept any monetary gifts from parents which may blur the professional relationship.
- Always maintain an approachable, warm and friendly manner, without losing objectivity or blurring or breaching professional boundaries (i.e. being friendly but not a friend).
- Encouraging parental involvement and participation, without becoming over familiar.
- Remaining focused on each parent when talking to them, rather than making comparisons across other children or breaching confidentiality.
- Being sensitive to stresses in the lives of parents/guardians, children and work colleagues.
- Ensuring disputes or conflicts with parents/guardians or work colleagues are solved outside of the children's environment.
- Maintaining self-control in all circumstances (i.e. not becoming physically or verbally abusive) should a parent/guardian become either physically or verbally abusive.
- Following the setting's policies and procedures.
- Recognising the different levels of power held by professional workers and parents/carers and that in working with socially vulnerable people, this power can be abused.
- Acknowledging that individual differences based on family culture, race, religion, ability, and experience can influence ways of relating to others, but that this is not an explanation for abusive behaviour, i.e. while individual culture should be respected, abuse cannot be ignored.

Although the Principal has an open-door policy, for specific concerns it is best to make an appointment through the Head of Academics/an administrator.

All parents will have access to their children's records and will be consulted in respect of the care given to their children.

Information about the schools' plans, activities, and events will be regularly distributed through newsletters, notice boards at the school reception as well as via SSEC Parent Whatsapp Group Page. Most important school policies are a part of the Parents' Handbook which is available to all parents at all times. Parents can read our policies prior enrolment

upon request and existing SSEC Families will receive Parents Handbook to their email/ SSEC Parent Whatsapp group page prior the beginning of the term. Updates of the Handbook can be done once a year. Some changes may be needed during the course of the year. SSEC parents will be informed ahead of time in writing. **All SSEC parents must sign that they have read, understood and agreed to follow our Parents' Handbook prior to the beginning of the school year.**

Communicating appropriately with parents involves:

- Greeting parents warmly;
- Key person being available to parents on a regular basis;
- Showing respect for all family members;
- Respecting issues of confidentiality and privacy;
- Giving equal time to all parents as needed;
- Using suitable methods of presenting information to parents, verbal, written and visual;
- Ensuring that parents are informed of all procedures within the setting when they take up a place for their child;
- Keeping parents' attention on specific areas of interest shown by their child;
- Sharing information regarding a child's health.

At SSEC we will:

1. Make all new parents aware of the school's policies and consult with all parents/guardians about the times of meetings to avoid excluding anyone.
2. Ensure that parents are informed on a regular basis about their child's progress.
3. Ensure that all parents have opportunities to contribute from their own skills, knowledge and interests to the activities of the group.
4. Welcome the contributions of parents, in whatever form these may be, to involve parents in shared record keeping about their own child, either formally or informally.
5. Ensure that all parents are fully informed about meetings, workshops, events and training through displays on the notice board and SSEC Parent Whatsapp Group Page.

There will be an orientation (it can be in-person or virtual) for all new and existing SSEC parents in order to answer all possible questions, explain to parents our philosophy and procedures of the school, show parents our facilities and introduce parents to their child's class guide.

## **PARENT WORKSHOPS/ SOCIAL GATHERINGS**

We understand the importance of parents being fully involved in their children's daily activities, progress and development in their school environment. Parents are invited to take part or host a variety of workshops representing their various cultures and professions.

SSEC holds workshops for parents/guardians equipping them then techniques of effective parenting. This is mostly done virtually through zoom meetings.

SSEC also holds social gatherings and events throughout the year. These are good ways to build a strong and happy relationship between families and the school. A few occasions are the French Day, Christmas Show, Carol Service and Graduation Ceremony.

## **CELEBRATIONS**

SSEC feels that holidays provide the perfect opportunity to celebrate diversity, and have a good time! We respect all cultures and have traditional fun ways of celebrating many holidays. If you would like to celebrate your culture with your child's class by providing food, an activity or information, please speak with the Head of Academics/Principal.

## **BIRTHDAYS**

Children love to celebrate their birthdays! We celebrate all birthdays on **Fridays after lunch time**.

If you wish to supply a birthday cake, party bags, or anything else please speak with the Principal/Head of Academics. Since we promote healthy eating, kindly remember to opt for healthy snacks (less sugar, less to no cream on the cake, less to no sweets in goodie bags etc.)

## **STAFF APPRECIATION WEEK**

Information about celebrating staff will be sent out prior to staff appreciation week. We only ask that you do not send money to any guide. All gifts given to the guide will be shared with colleagues from the same class as everyone is working as a team when caring for the children in the class.

## **PARENTS' COMPLAINT PROCEDURE POLICY**

### ***PART A: Complaining about the actions of a member of staff***

The complaint must be put in writing and emailed to the school:

[superiorstart.edu@gmail.com](mailto:superiorstart.edu@gmail.com) or calling the Head of Academics/Principal who will be responsible for its investigation.

The emailed complaint should include all details that might assist the investigation. The School Principal/ Board of Management may meet with the complainant to clarify the complaint. The Principal/Head of Academics will collect such other evidence as deemed necessary. The investigation will begin as soon as possible and conclude within 10 school days.

When it has been concluded, the complainant and member of staff will be informed.

The outcome will be one of the following:

- There is insufficient evidence to reach a conclusion, so that the complaint cannot be upheld
- The concern is not substantiated by the evidence
- The concern was substantiated in part or in full. Details will then be given of any action school may be taking in response to the complaint.
- Details of individual actions taken in respect of a member of staff or other learner/parent will not be given
- The matter has been fully investigated and appropriate procedures are being followed, which are strictly confidential.

The complainant will be told that consideration of their complaint by the School Principal or Board of Management is now concluded.

***Part B: Complaining about the actions of the School Principal***

- The emailed complaint should include all details that might assist the investigation. The complainant will be invited to meet with the Board of Management to present oral evidence or to clarify the complaint.
- Details of individual action taken in respect of a member of staff will not be given.
- The complainant will be told that consideration of their complaint by the Board of Management - Education is now concluded.
- If the complainant is not satisfied with the manner in which the process has been followed, finds the decision perverse or believes that the Board of Management failed to follow protocol, the complainant can, in writing, state specifically any perceived failures within 10 days of notice.

***Formal lines of communication***

SSEC considers that any complaint should be made in a formal way in writing to the school email.

SSEC maintains Social Media accounts to promote the work of our wider community. We ask our parents to respect these as places where we celebrate our students' efforts and not considered as an avenue to raise any complaints.

Please note that if something is of concern to a parent, all parents are welcome to come and ask their question, as we will always promote transparency and will provide parents with all relevant information to keep them informed. To protect everyone's privacy, we will never discuss anyone's personal life, health issues, job related topics, etc. rather only things that are relevant and can affect the well-being of other students.

SSEC aims to solve concerns and complaints as quickly and as effectively as possible. Anyone with parental responsibility for a learner can complain if they are not satisfied with the service they receive.

- The procedure for complaints is designed to ensure that, wherever possible, an informal resolution is attempted.
- All stages of the complaint's procedure will be investigatory rather than adversarial.

## **WELLNESS AND SAFETY**

### **HEALTH AND SAFETY POLICY**

At SSEC, we will ensure the Health, Safety and Welfare of our staff, learners and all visitors to our premises. Responsibility for the day-to-day implementation and monitoring of this Health and Safety Policy rests with the Principal, who will work in collaboration with the staff to ensure compliance.

#### **We aim to:**

- Ensure that the school is maintained in a safe condition.
- Create an environment that is safe and without risk to health.
- Prevent accidents and cases of work-related ill health.
- Use, maintain and store equipment safely and without risk to health.
- Ensure that all staff are competent in the work in which they are engaged by providing information, instruction, training and supervision.

### **SCHOOL PRINCIPAL AND STAFF'S RESPONSIBILITIES**

SSEC is responsible for the effective implementation of the health and safety policy and ensuring that staff understand and accept their responsibilities in relation to health and safety procedures. All staff are responsible for implementing the policy on a day-to-day basis and must report any incidents to the School Principal, ensuring that a line of communication for problems exists; acting promptly on any reported problems; promoting good practice and developing general safety awareness amongst staff. All staff have day-to-day responsibility for ensuring that safe methods of work exist and are implemented. They should also ensure that Health and Safety rules and procedures are applied effectively.

#### **All staff must:**

- Ensure the health and safety of themselves and that of any other persons who may be affected by their acts or omissions at work.
- Use equipment in accordance with the instruction and training provided.
- Report any work situation that is considered to pose a serious and imminent danger.
- Cooperate with their employers to comply with any statutory requirement placed upon them.

### **VIOLENCE TOWARDS STAFF**

The school is aware of their responsibility for assessing the risks of violence to staff and where violence is identified as a significant risk, the school ensures appropriate control measures

are put in place. Staff must report any incident of aggression or violence (or near miss) directed to themselves through the reporting process.

### **SECURITY ARRANGEMENTS INCLUDING DEALING WITH INTRUDERS**

All staff have an individual and collective responsibility to ensure that they have continuous regard for the safety and security of all our learners. Learners must not be left unsupervised at any time. All visitors must sign in at the office. Visitors should always have a staff member with them from the moment they come in until the moment they leave the school premises.

No visitor should be left alone inside the school premises. All visitors should be put into the visitor's entry book signed by a SSEC staff member who has received them and signed again when the person has left.

### **SLIPS / TRIPS / FALLS**

The school recognises the main cause of accidents is slips, trips and falls. It is the responsibility of the School Principal, with support from administration, to ensure that the areas have clear traffic routes and that exit routes are kept clear. All hazards, obstructions, spillages, defects or maintenance requirements are reported to the curator by the reporting process. All staff are expected to be vigilant and be aware of possible hazards.

Accidents can be prevented by following the guidelines listed below:

- Keep corridors and passageways unobstructed.
- Ensure shelves in storerooms are stacked neatly and not overloaded.
- Keep floors clean.
- Do not obstruct emergency exits. Means of access.
- Always use correct routes of access – do not use short cuts as these can result in an accident.
- Do not block an access route to or exit route from the schools.

As a school we aim to make our premises as safe as possible, but sometimes children get hurt due to slips, trips, falls, pushing each other, pinching, biting, playing too actively, running too fast or just simply using the playground equipment which is considered to be more health dangerous than other school areas. Getting hurt occasionally and having minor injuries is normal when in school and surrounded by other children. Our staff however will do everything possible to prevent this from happening by eliminating hazards and promoting less aggressive play.

### **REPORTING OF ACCIDENTS, HAZARDS, NEAR MISSES**

All staff must report accidents, incidents and near misses to the Head of Academics/Principal. He/She will inform the administration in order for an investigation of such incidents to be completed and implemented means to prevent a recurrence.

Investigations are essential in order that accidents, damage to equipment and property, and losses are kept to a minimum. All accidents are recorded on the accident logs, child or adult, which are held in their place of work; this includes significant 'near miss' situations. All

accident details are consolidated on a termly basis. Actions taken as appropriate. Any accident or injury is reported by the person involved in the accident, or by the School Principal, or by the class guide in the case of a child. All near misses are reported. Investigations are carried out, appropriate actions taken.

## **CLEANING**

A cleaning schedule is in place which is monitored by the School Principal and Administration. All waste is disposed of according to appropriate health and safety guidelines. Deep cleaning is undertaken on a monthly basis. The school ensures general cleanliness, appropriate waste disposal, safe stacking and storage and the checking of all general equipment such as ladders etc. All members of staff adopt good housekeeping practices to assist in the maintenance of a safe and healthy workplace.

## **MATTRESSES AND CLEANING**

All mattresses are made from Artificial Leather which is the most hygienic material in terms of cleaning and preventing unwanted bugs and insects entering. However, **we also spray down all mattresses and air them once a week outside.**

## **HEALTH AND IMMUNIZATION FORMS**

As part of your enrolment paperwork, parents will be asked to submit information regarding the child's general health, any allergies, physical handicaps as well as a copy of the child's current vaccination records. Health information and vaccination records must be updated termly. It's a responsibility of the parents to provide the school with the updated immunization records.

## **MEDICAL ADMINISTRATION**

Parents are asked to notify the **School Principal only** through a phone call, whatsapp message, text message or in writing (and signed) if any medication to be administered before arrival at school. If the School Principal is not informed in through the medium outlined above, we will not administer the medication.

Before we can administer any prescription or non-prescription medications to your child you will need to do the following:

1. Keep them home for 24 hours after the first dose for possible allergic reactions
2. Sign a Medication Authorization Form

Only prescribed medication will be given to a child. Medicines should be in their original packaging and must be labelled with the following details:

- The child's name.
- The exact dosage required.
- Time or times per day it is to be given.

The parent must complete a school consent form with all the relevant details and the administration of medicines will always be done by the School Principal or a Management team member.

Cuts or open sores, whether adults or children, should be covered with a plaster or other dressing.

Non prescribed medications may include but are not limited to:

1. NON-aspirin fever reducing/pain reliever
2. Decongestants
3. Anti-itching ointment or lotions
4. Diaper rash ointments or lotions
5. Cough syrup
6. Teething gels
7. Insect repellent

These must be sent in original containers. If any of them will be taken differently than indicated on the labels or for more than 5 days, we will need a note from the physician.

If you fail to bring your child's prescribed medication to the centre you will be asked to go home and get it, or take the child home and give them the required dosage.

If a child will be on long terms meds, or as needed medications like asthma inhalers, a note from your doctor will be required to put in our files.

Medications that are not being used must be sent back home. Only asthma type medications can be kept here to be used when needed.

## **ALLERGIES**

When parents register their child at SSEC, they are asked if their child suffers from any known allergies. This is recorded on the child's personal information form.

If a child has an allergy, a risk assessment portion in the enrolment form is completed to detail the following:

The allergen (i.e. the substance, material or living creature) the child is allergic to such as nuts, eggs, bee stings, cats, etc

- The nature of the allergic reactions e.g. anaphylactic shock reaction including rash, reddening of skin, swelling, breathing problems etc.
- What to do in case of allergic reactions, any medication used and how it is to be used.
- Control measures – such as how the child can be prevented from contact with the allergen.

Parents should make necessary arrangements with their Health Practitioner to train staff on how to administer special medication in the event of an allergic reaction.

## **SICKNESS POLICY**

If parents/guardians are aware of the children having symptoms of illness but uncertain whether they are well enough to attend school, they should discuss the matter with the

School Principal. If there is any question about the child's health, we will not admit the child to the school without a doctor's medical note.

The school should be informed of any contagious or infectious illness contracted by the children and will inform parents/carers of any infectious illness, which has been present in the school. If a child has been exposed to an infectious illness, parents are asked to discuss the incubation period with the School Principal so that the dates during which the child should stay home can be determined.

Staff will inform parents/guardians of any minor symptoms of illness observed in their child when the child is collected. Parents/guardians will be contacted immediately in case of any vomiting, fever or prolonged diarrhoea and will request parents/carers to collect their child if they have a fever exceeding 38°C, severe diarrhoea or vomiting or are showing signs of distress or discomfort. If the child is not collected after 30 minutes the school reserves the right to take the child to the hospital at the parents/carers expense.

If a child has been absent through illness, he/she should stay at home until they are able to participate in a normal school day, including outdoor play.

If your child is sick, please call the School Principal/Head of Academics to inform the school.

#### **POLICY ON THE MANAGEMENT OF COMMUNICABLE DISEASES**

One of the ways we strive to ensure the safety and healthy environment of our learners is to protect them as best as possible from infectious illness. For this reason, we ask parents not to send their children to school if they are unwell or if an infectious illness is suspected. The school reserves the right to refuse admittance to any child showing signs of illness.

We request that children are not brought to the school if suffering from any of the following conditions:

Diseases/Illness	Minimal Period of exclusion from School
Antibiotics	Prescribed First 2 days at home
Fever if sent home ill	Child must be off for 24 hours since the last day of fever
Vomiting	48 hours once free from symptoms, unless signed off by a doctor
Diarrhoea	48 hours once free from symptoms, unless signed off by a doctor
Chickenpox	7 to 10 days from the appearance
Gastroenteritis, food poisoning	Until authorized by doctor
Salmonellas & Dysentery	7 days from symptoms starting
Hand food and Mouth	7 days from symptoms starting
Infective Hepatitis	7 days onset of jaundice
Measles	5-7 days from appearance of rash
Pertussis (Whooping cough)	21 days from the beginning of symptoms
Shingles	Until spots have crusted over (usually 7 to 10 days from appearance of rash)
Scarlet fever & streptococcal Infection of throat	With appropriate medical treatment, no less than three days from start treatment
Threadworm	Until treated

Tonsillitis	At least 48 hours starting Antibiotics
Tuberculosis	Until declared free from infection by doctor
Typhoid fever	Until declared free from infection by doctor
Impetigo	Until skin has completely healed
Pediculosis (lice)	Until appropriate treatment has been given
Ringworm of scalp	Until cured
Ringworm of body	Seldom needs exclusion
Scabies	Until treatment is completed
Warts	These are highly contagious and take a long time to eradicate. For these reasons, children will not be excluded from preschool if they suffer from warts. We do however ask that parents/guardians have them treated or covered with a plaster at all times to protect other children from developing

In the event that a child has attended school with a communicable disease, a school wide check of vaccinated and non-vaccinated learners will be conducted followed by informing parents of first-hand contact potential. Learners who may encounter second-hand contact (not in the same classroom) will not be notified unless they have not been immunized against the specific disease.

#### **ACCIDENT POLICY**

Minor injuries will be attended to by staff members and referred to the first aider, and recorded in the minor accident report and given to the parent/guardian.

Parents/guardians will be informed at collection time and via the parent communication channels.

In the event of a serious injury, we will make an immediate attempt to contact the child's parents/guardians. We will also contact the parents in the case of a bump to the head, as well as any other non-serious incident that requires attention from a medical expert (e.g. where a child gets a foreign object stuck in their nose).

Until the arrival of the parents/guardians, we will make all necessary decisions about the child. If required we will take the child to the nearest hospital emergency room to make sure that no time is lost in caring for the injured child. Parents/guardians will be expected to assume all expenses.

It is important that parents/guardians keep the school up to date with all contact numbers, places of employment, doctor and emergency information.

#### **NAPPING**

The curriculum at SSEC includes one nap a day for all children up to Nursery (1 to 4 years old). The duration of the daily nap will usually not exceed 1 hour. After a busy morning of learning and fun, children are able to nap after lunch time (flexible schedule for Babies & Toddlers class) and relax as they like during this period. Children who do not wish to sleep may read a book or play a quiet game.

## **POTTY TRAINING**

When a child starts to show signs that they are becoming aware of their bodily functions, we will arrange a convenient time to meet with the parent/s and discuss their plans on toilet training their child.

A child is usually ready for potty training if he or she can take pants off independently and express himself that he needs a washroom.

Generally, children are ready for potty training on or after their second birthday and for some children it can be later. Parents should not be concerned if their child shows no signs of being ready. It is very important that we work together to potty train a child and pick a suitable time to do it, when both parents and Preschool Staff dedicate time. If we start the training and a child is not ready then we can stop and start again when they are.

However, we will not be able to let a child progress to our Senior Nursery class if they have not been potty trained. Regardless of their age, if they remain in nappies by 3 they will remain in the Junior Nursery class and will have to wait until the following September to begin Senior Nursery.

Some children take to toilet training overnight; for some it is a longer process. The most important thing is that we work together to give the child the support and reassurance they need during this period. Consistency is key. It is also important to note that once a child has transitioned from nappies to underwear, this should be kept consistent, and children should not be put back into nappies, which could risk confusing the child with different messages. Staff will provide parents with daily feedback on how they are progressing with the training however accidents will happen in school.

The staff at SSEC Preschool are experienced in helping parents decide if their child is ready for toilet training. Please do not hesitate to ask for advice or support.

Good hygiene practices are always followed at the Preschool and the children are shown how to use the toilet and how to wash their hands each time they use the toilet.

Accidents will be dealt with calmly, sympathetically and in a way that does not make the child feel they have done anything wrong. Parents will be informed about accidents during the potty training during pick up time.

## **TOILETING**

SSEC recognises and respects all cultures and their practices and we aim to promote an understanding environment within our daily life. Our staff will not wipe or clean any children in Kindergarten Class or older. If parents have specific toileting requirements, please speak to the Principal to find an appropriate solution.

Please ensure that you have shown your child how to correctly wipe or clean themselves according to the practices of your culture. Our staff are happy to accompany the child during the time between activities (with another child always present) if they need to be reminded

on how to best wipe. Please inform the guide in advance of how you have taught your child so we can ensure that they follow through with the correct method.

All SSEC facilities are co-educational. This includes changing areas for young children under the age of 4. Creche and Nursery will not be separated by gender while using the washroom. This is developmentally appropriate for children of this age.

## **FOOD AND NUTRITION**

### **MEAL AND SNACK GUIDELINES**

Children are required to bring a morning snack/fruit, afternoon snack and filled leak proof reusable water bottle. At SSEC, we provide healthy School Lunches that are being paid by parents on weekly, monthly and termly basis. The lunch menu for the term will be posted on all school notice boards and a copy sent to the SSEC Parent Whatsapp Page on a termly basis.

The children sit together at meal times and are assisted only where necessary and encouraged to eat independently by the staff (children under 2.5 years are fed by the Assistant Guides/Childcare Aide if they can't hold the spoon on their own). We never force feed but do our best to encourage children to eat enough to sustain them.

When all children eat together it's important that the food sent from home is healthy and easy. Unhealthy foods given to one child at the table will discourage all children at the table from eating their healthy foods therefore if the child comes to school with an unhealthy snack, it will not be served and parents will be informed to either bring a healthy snack to school.

All food sent from home should require no refrigeration or warm up and come in the insulated bowls. Only dairy products such as milk and yogurt will be allowed to be refrigerated unless they are meant to be served during the morning snack.

**Fruits should be brought as morning/afternoon snacks twice a week, that is, on Tuesdays and Fridays**

### **WATER BOTTLES**

Please ensure your child has a clearly labelled leak-proof reusable water bottle with them everyday. The water bottles should be thoroughly clean on a daily basis after school when your child gets home. If your child comes to school with an unclean water bottle, parent/guardian will be alerted and cautioned. If the water bottle is extremely dirty, the water bottle will be discarded by the school and parent will be asked to replace it. Learners are provided with water to refill bottles throughout the day at room temperature.

### **LABELING**

We require all school bags, uniforms, school books, notebooks, stationary items, lunchboxes, water bottles, and all additional clothing items to be labelled clearly with your child's name with permanent marker, permanent stickers or stitching.

Make sure the school bags are also labelled on the outside and somewhere easily identifiable at a glance. This is so that we can comfortably identify each child's items in the unusual event that the class guide is not available for drop off. It also ensures that items are not mistakenly mixed up as can happen from time to time in any busy school setting. **LABEL EVERYTHING!!**

### **LOST AND FOUND**

We ask parents and guardians to check that the correct items are in the bag before leaving the school premises. In the unusual event that an item gets lost because it is not labelled for example, we will put whatever we find **into a lost and found box** that will be held at the administration office.

We do not take responsibility for any lost items that cannot be found on the school premises. We do not take responsibility for any items lost that are not allowed in school, for example toys, ribbons, hair clips, etc. (If management has decided that replacement of an item is needed, it will not necessarily be to the same value but to provide the same function).

## **SCHOOL BUS AND TRANSPORTATION POLICY**

These rules have been created with the safety and security of the learners in mind. Parents are to go over the bus rules with your children. Failure to comply with the rules may result in withdrawal of the bus programme.

Parents are to note that:

- The bus services cannot be provided on a route where there are less than 5 students requesting the service. The school reserves the right to cancel any bus route service with less than 5 learners or less.
- The bus service cannot drop-off every child to an individual address. This is a service between predetermined collection points and as such may require children to walk some distance to a collection point.

### **Pick-up/Drop-off Points**

- Bus will arrive and depart from pick-up/drop-off points at the scheduled times and cannot wait for late learners or parents/guardians.
- Parents/guardians are asked to ensure learners are at the pick-up/drop-off points at least 3-5 minutes before scheduled times.
- Learners will not be permitted to exit the school bus in the absence of their parents/guardians unless the SSEC Transport Manager is informed of a nominated person, authorised to collect the child

### **Change of Bus Routes or Means of Transport**

Transport Manager must be informed of any changes to the daily routines, such as parents collecting children from school.

### **Bus Service General Rules for Learners**

- Be ready and wait on time in a position where the bus driver can see you before stopping the bus.
- Upon entering the bus, take a seat immediately and remain seated while the bus is moving. Do not switch seats while the bus is moving
- Learners must respect the wishes of the driver and Bus Chaperon at all times
- Keep aisles clear of books, bags and other belongings
- Eating and/or drinking on the bus is not permitted
- Learners should talk quietly using an 'inside' voice.
- Learners must be courteous to fellow passengers

### **Bus Service General Responsibilities for Parents/Guardians**

- Please ensure that the person responsible for with picking up and collecting learners at the drop-off/pick-up points are on time. Bus drivers have been instructed to leave/drop at the scheduled times
- If your child is not returning home on the bus in the afternoon, or will not be joining the bus in the morning, it is necessary that parents inform the Transport Manager/School Principal
- Inform the Transport Manager if any changes of home address or contact details.
- Report in writing to the School Principal any concern in relation to the transportation service.
- Please note the bus service is for SSEC learners and is not intended to provide transportation to parents or friends of learners

### **Transportation for field trips**

By signing the parent handbook and enrolment form you are giving your child permission to be transported as needed in case of an emergency only and allowing them to participate in all activities at the centre whether on or off premises.

### **Refunds**

There will not be any refunds to parents/guardians if the above outlined bus policies are not adhered to.

## PAYMENT POLICY

The prompt and timely payment of school fees is essential to the life blood of SSEC. Termly school fees are always due on or before the start of the current school term. Fees paid are non-refundable.

- Parents who have signed up to School Fee Plan (SFP), will have their fees paid slightly later in the term direct from SFP.
- Term dates are published on the school's WhatsApp parents' group page and displayed in the school for all interested parties to view and note.

### Aims and objectives

- The aim of this policy is to ensure a robust, non-discriminatory and fair approach to the method by which we deal with parents who have not paid their child's school fees on time.
- The objective of this policy is to ensure there is consistency in terms of approach and methodology. It is imperative that a standard process exists and that all involved are aware of this.

### Payment of Fees by a third party

- An agreement with a third party (such as School Fee Plan, scholarships etc) to pay the fees or any other sum due to the school does not release the parents from liability if the third-party defaults and does not affect the operation of any other of these terms and conditions unless an express release has been given in writing, signed by the School Principal.
- If Parents are removed from, or cancel their School Fees Plan agreement (for whatever reason) and any fees are unpaid, this will incur an administration charge of **GHS 100.00**. The parents will then need to agree a payment plan with the school accountant.

### Early Payment Discount And Other Discount

- **Tuition Fees** which are paid in full on or before the first day of the 1<sup>st</sup> Term of the Academic Year will qualify for an early payment discount of **10%** per term (Terms and Conditions Applied). This discount does not apply to parents paying through the School Fee Plan (SFP) scheme. Other discounts are available for paying multiple terms in advance.
- A parent with three kids will have a discount of half payment of Tuition **fee only** for the third (3<sup>rd</sup>) child with the other two kids paying full tuition fees.
- A parent with four kids will have a discount of non-paying full **Tuition fee only** for the fourth (4<sup>th</sup>) with the other three kids paying full fees.

### **Payment Plan (Instalment arrangements)**

- An agreement by the school to accept payment of fees by instalments is concessionary and will be subject to separate agreement(s) between the parents and the school.
- Any agreements (payment plans) will be confirmed in writing and signed by both parties.
- Parents who have a prior agreement to pay by instalments via the bank will be allowed to continue to do so as long as they pay the agreed amount on time.
- If parents have entered into a payment plan with the school and more than one payment is missed, then the school reserves the right to request the full amount immediately.
- If instalments are missed and/or paid late then Trustees will be notified of the amount owing and details of the missed/late payments. Appropriate action, which could include exclusion, will then be taken.

### **Late Payments**

- A **10% on the termly total fees** will be charged if the current academic fees are not paid in full before the start of another academic term. Parents will be notified by text, WhatsApp and/or letter to bring their account up to date.
- If a debt rises to an unacceptable level, the school reserves the right, in extreme cases to exclude the pupil on three days' written notice if fees remain overdue for payment.
- If a pupil is excluded for a period of 28 days, he/she will be deemed withdrawn without notice and a term's fees in lieu of notice will be payable immediately by the Parents.
- The parents shall also be liable to pay all costs, fees, disbursements and charges including legal fees and costs reasonably incurred by the school in the recovery of any unpaid fees regardless of the value of the school's claim.

### **Refund or waiver of school fees**

- Where there is a legal liability under a court order or under the provisions of this agreement to make a refund, fees will not be refunded or waived if:
  - The learner is absent through illness; or
  - A term is shortened or a vacation extended; or
  - A learner absent through travel or when pre-school department are still in session etc within the academic term; or
  - The learner is released home before the normal end of the school day;
  - The school is temporarily closed due, for example, to adverse weather conditions; or
  - For any other reasonable reason.

### **Fee increment**

- Fees are reviewed annually at the start of every academic year and are subject to increase from time to time.

- If parents receive less than a month's notice of a fees increase, they may give to the school written notice of withdrawal of the pupil within 21 days and will not be liable to pay fees in lieu of notice.
- The learner deposit, if paid, will be refunded without interest less any sums owing to the school.

### **Anti-money laundering:**

From time to time, the school may need to obtain satisfactory evidence such as sight of a passport of the identity of a person who is paying fees when the need be.

### **Indemnity**

The parents shall indemnify the school against all losses, expenses (including legal expenses) and interest suffered or incurred by the school if the school is required to repay all or part of any sum paid to it by a third-party credit provider on behalf of the Parents.

### **Information about fees**

- All invoices are billed based on the September to July Academic Year consisting of 3 academic terms. SSEC Parents are notified of the termly fee payments prior the first day of school. All new SSEC learners can commence school only once they have a filled enrolment form.  
In case the filled and signed enrolment form has not been returned to the school by the deadline it will automatically mean that terms and conditions of the enrolment documents have been accepted if:
  - The child starts schooling or
  - Tuition fees have been paid fully or partially
- SSEC operates a strict no refund policy, all fees paid including Admission fee, Tuition fees, After school program, School Lunches, Books & Uniforms etc will be considered as non-refundable and non-transferable.
- SSEC needs to be notified at least one month before the start of a term if a child will be withdrawn. Should **Superior Start Education Centre** not be notified at least one month before starting that term OR the child attends school for one week or less, the full-term fees are applicable.
- The Parents consent to the school making enquiries of the Pupil's previous schools for confirmation that all sums due and owing to such schools have been paid.
- The parents also consent to the school informing any other school or educational establishment to which the learner is to be transferred if any fees of this school are unpaid.
- The following programs and additional services could have price changes with one months' notice to parents - After School, Uniforms, School Excursions & School Lunches.
- Parents/guardians are required to pay extra fees when necessary for the following:

- Computers
- School trips
- School uniforms

## **MODES OF PAYMENT**

- **By Electronic/Internet Transfer**

Account Name: Superior Start Education Centre

Account Number: 9040011034009

Bank Name: Stanbic Bank

Branch: Westhills Mall

- **By Momo**

MTN Merchant ID: 118215

MTN Number: 0245877798

For electronic/internet transfer and through momo, The child's name serves as the reference of payment. Please note that all remittance fees and charges must be borne by the payer.

- **By Cheque**

Cheques must be made payable to "Superior Start Education Centre". Please indicate the child's name at the back of the cheque. Any returned cheques will be subject to a **GHS 50** fee, whereupon the balance due must be paid using cleared funds.

- **By Cash**

Please ensure a receipt is issued for any cash payment for tuition fees/uniforms.

**RECEIPT AND ACCEPTANCE OF PARENT HANDBOOK**

I have received the SSEC Parent Handbook (Policy). I have read all the content of the SSEC Parent Handbook and I agree to comply with the policies outlined in the SSEC Parent Handbook.

Name: .....

SIGNED: \_\_\_\_\_ DATED: \_\_\_\_\_

Witness Name: .....

SIGNED: \_\_\_\_\_ DATED: \_\_\_\_\_

Thank you,  
SUPERIOR START EDUCATION CENTRE

PRINCIPAL: \_\_\_\_\_ DATED \_\_\_\_\_



# SUPERIOR START EDUCATION CENTRE

ACHIEVING EXCELLENCE TOGETHER

Dear Parents/Guardian

This handbook serves as a guide to help you understand our school policies and procedures and how to best support your child's learning. We encourage you to read this handbook carefully and keep it as reference. We are more than happy to connect and address any concerns.

## Our Vision

To provide academic excellence and natural development for children in a well-prepared environment. 1 Kings 3:9

## Our Mission

To bring up refined learners with great/excellent sense of humour or purpose to be better persons wherever they find themselves, with whatever they have and in whatever they do. 1 Timothy 4:12-13. To bring out refined learners, we train them to:

- Embrace their identity
- Engage the word
- Pursue Holiness
- Live a legacy in their generation.
- Give attendance to reading, advice and teachings

## Our Values

- Respect
- Growth
- Auto Education
- Sense of Responsibility
- Love
- Engaged Community