



**PRIMARY HANDBOOK
2024-2025**

UWC East Africa Guiding Statements



Mission

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

Values

UWC East Africa is a member of the UWC movement. We live and learn together as part of a community that values:

1. A safe, collaborative and caring community.
2. A sense of belonging, acceptance and tolerance.
3. A holistic and diverse portfolio of learning experiences.
4. An education in a global context that promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
5. Innovation over perfection within a supportive community where learners are motivated to embrace personal challenge and reflection.
6. The ambition of students to demonstrate initiative and take on leadership roles.
7. Opportunities to engage with the culture and nature of East Africa.
8. A shared responsibility and a collective duty of care for ourselves, each other and the environment.
9. A healthy lifestyle and active pursuits.
10. The happiness and well-being of our community.

Internationally Minded People

At UWC East Africa we have developed our own definition of International Mindedness.

Internationally Minded People:

- Are curious about the world and different cultures.
- Demonstrate the values of UWC and of the International Baccalaureate.
- Strive to learn about the values, beliefs and practices of their own culture so that they can better understand those found in their host country and elsewhere.
- Seek to understand how personal values, beliefs and practices impact one's own and others' contexts for learning and interacting in a variety of settings.
- Are influenced by, but not confined to, the cultures of their upbringing.
- Recognise that many values, beliefs and practices are in fact universal.
- Recognise and reflect on their place in an increasingly interdependent, globalised and connected world.
- Recognise and critically engage with multiple perspectives.
- Bridge cultures and act to create a more peaceful and sustainable world.



Deputy Head of Campus: Ben Morley

benmorley@uwcea.org

Karibu sana to UWC East Africa and what promises to be another successful year of living and learning together. My name is Ben Morley and I am very proud to be the Deputy Head of Campus here on Moshi Campus. I am British and, over the last twenty six years, have worked in Poland, Brunei, the UK, China and Singapore, where I was Vice Principal at UWCSEA. I graduated from the University of Durham in the UK and have since trained in Cognitive Coaching, Adaptive Schools, Reggio Emilia, the PYP and various other areas of education. I am also an Evaluation Team Leader for the Council of International Schools. Here at UWC East Africa, I have hugely enjoyed being part of such a warm and welcoming community of learners and relished being involved in coaching sports and different service projects across the grades. I have also played an active role in outdoor education at the school and have taken part in many trips. I very much look forward to working alongside, and getting to know, you and your child/ren over the course of the year.



PYP Coordinator: Deborah Mills

deborahmills@uwcea.org

Welcome to the 2024-2025 academic year here at UWCEA Moshi campus. We would like to welcome you all to our community and wish you a great year ahead. Our primary school offers a rigorous, world-class education where students develop into internationally minded and principled citizens. The students learn through the IBPYP programme, which promotes inquiry, intercultural understanding and respect, as well as critical thinking and problem solving. With the support of the teachers, educational assistants and the rest of the close-knit community, the students strive to make a positive difference whenever they get a chance to impact others. We offer a well-balanced sports and after-school activity programme to help students develop outside the classroom.

We look forward to working with you all and welcome any further inquiries you may have about our programme.

Child Safeguarding

UWC East Africa is committed to providing a safe, collaborative and caring environment.

Our highest priority is protecting the students in our care. We demonstrate this through the operations of each campus, the recruitment of all adults working with/around the students in our care and the physical environment of each campus.

If a student has a concern, they are encouraged to confide in one of the Designated Safeguarding Leads (DSL). Details regarding the DSLs are posted around the school. All information about child safeguarding at UWC East Africa is contained in the Safeguarding Policy which can be accessed through the school website.



Introducing UWC East Africa

UWC East Africa is a leading school in Africa. At 55 years old, we are a well-established and well-regarded school. Parents value the International Baccalaureate (IB) programmes we offer and see them as leading to opportunities for their children; including access to top tier universities. The IB programmes (Primary Years Programme, Middle Years Programme and Diploma Programme) have a longstanding reputation for their academic and personal rigour, challenging students to excel in their studies and in their personal growth.



Our attractive campus is located within 50 acres of grounds and is based at the foot of Mount Kilimanjaro. We have a superb view of the tallest mountain in Africa whenever it is not hidden in cloud. The campus has open spaces, hundreds of established trees and well-maintained gardens. We have 2 sports pitches, outdoor tennis and basketball courts, 2 multipurpose halls, an outdoor gym and a well-used outdoor swimming pool.

Our sister campus is located 90km away in Arusha with similar facilities and an equally breath-taking view of Mount Meru. UWCEA is an independent, not-for-profit, co-educational, non-denominational school. The main language of instruction is English. We have residential and day students from a mix of nationalities.

Introducing the Primary School

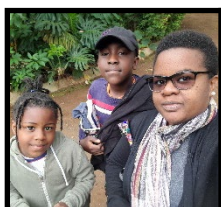
The Primary School is small (4 classes) and has a genuine family feel to it. The students look forward to school days. They are happy, confident and friendly young people who are a pleasure to know and teach. We cater for approximately 55 children aged from 3 to 11 years of age.

We teach according to the principles of the IB Primary Years Programme (PYP), fostering independence, responsibility and curiosity in our young learners. We focus on the development of the whole child as an inquirer, both in the classroom and the outside world. Therefore, we provide students with learning experiences which are engaging, relevant, challenging, significant and fun. Our highly experienced teachers create a learning environment which is stimulating and provocative by tapping into the students' own passions. The children are encouraged to ask questions, explore and interact with the environment physically, socially and intellectually. The learning experiences provided are differentiated to accommodate the range of abilities and learning styles of our community.

In addition to our strong academic programme, UWCEA Primary has an extensive range of co-curricular opportunities, including arts and craft, music, sports and drama. We host sporting events, or travel to those hosted by other schools, in north Tanzania. We make the most of our good weather and unique location by going on day trips, overnight camps and regularly teaching lessons outside. This also helps to prepare our students for the secondary school's five stage mountain climbing programme – the final stage is when they summit Kilimanjaro. Each primary class has its own Educational Assistant who works with them full time. This is an extra support for teachers and students. Our assistants are locally hired and help us to maintain a Tanzanian perspective.

Introducing the PYP Class Teachers

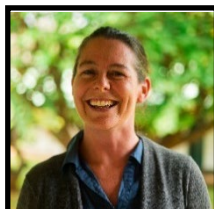
At UWCEA we are fortunate to attract high calibre, experienced teachers; each with a strong background in international teaching. Our teachers continually keep up-to-date with latest practice so that your child receives the type of quality education which prepares them fully for the modern world.



Mboka Mwasongwe (mbokamwasongwe@uwcea.org)

Early Childhood/P1

Mboka has 23 years of teaching experience. She has taught for 15 years in international schools and is an alumna of UWCEA. She went to university in the UK and Tanzania. Mboka has two children at UWCEA. Mboka is Tanzanian.



Kacey Buckley (kaceybuckley@uwcea.org)

Primary 2/3

Kacey has 11 years of teaching experience in America, Switzerland and Tanzania. She has lived in Moshi for almost 13 years. Kacey is American and has four children here at UWCEA.



Deborah Mills (deborahmills@uwcea.org)

Primary 4/5

Deborah has over 30 years of teaching experience. She has previously taught in the UK, Colombia, Egypt, Nepal and China. Deborah is British and has two children at UWCEA.



Natasha Berri (natashaberri@uwcea.org)

Primary 6

Natasha has over 20 years of teaching experience, mostly in IB schools, and has previously taught in the UK, Australia and Russia. Natasha is Australian and has a son at UWCEA in D2.

Primary Specialist Teachers, Coaches & Residential Parents



Linda Kileo
Swahili



Silvia Junde
Swahili / Residential Parent



Happiness Masue
Swahili



Pearl Fon Sing
French



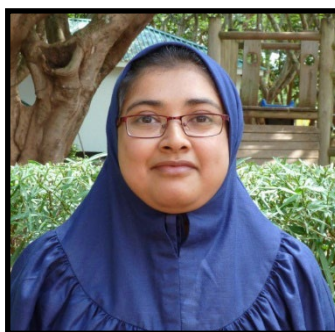
Sabini Temba
Swimming



Thadeus Assenga
Primary PE



Grace Yohane
Assistant Residential Parent



Tahera Madan
Librarian



Jamie Wood
Music

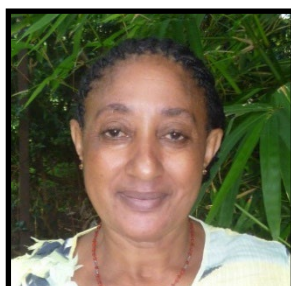
Primary Educational Assistants

Each primary classroom has an Educational Assistant. Our caring and hardworking assistants are a huge asset to our primary school. Many are trained and experienced Tanzanian teachers. They attend training, both in-house and out of school. The Educational Assistants act as an extra support to the children and teachers throughout the school day. They also help with playground supervision and assist with afternoon clubs. Some of our children also receive one to one support with an additional Educational Assistant.



Neema Nzali

EC/P1 Educational Assistant



Zitha Lyimo

P2/3 Educational Assistant



Durriyah Akber

P2/3 Educational Assistant



Catherine Shayo

P4/5 Educational Assistant



Emmanuel Msaki

P6 Educational Assistant

Student Support Services

The purpose of the Student Support Services is to ensure that the academic and socio-emotional needs of PYP learners are supported and catered for. The Inclusion (Learning Support) team primarily focuses on supporting learners with their academic work to realise their full potential. The Counsellors support learners with their socio-emotional needs and development. Through the coordination, development, implementation and evaluation of educational interventions, the Student Support Services ensures that the needs of our learners are collaboratively addressed.



Keziah Kamau

Socio Emotional Counsellor



Frida Marealle

Socio Emotional Counsellor



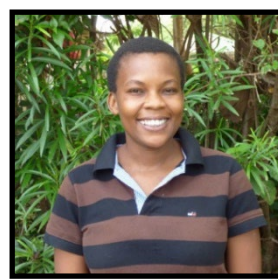
Leenster Eloff

Head of Inclusion



Ester Mayala

Educational Assistant
(Inclusion Support)



Lydia Maeda

Educational Assistant
(Inclusion Support)

Daily Timetable

	Mon - Thurs	
Period	Start	End
Registration	7:30	7:35
Session One	7:35	10:10
BREAK (snack)	10:10	10:30
Session Two	10:30	13:10
LUNCH (playtime)	13:10	14:00
Afternoon Clubs	14:00	15:00

On scheduled Mondays there are school assemblies. These start at 10:30 and end at 11:20. Parents are sometimes invited to see their child's class present.

There is a Primary Gathering which takes place approximately every 2 weeks and starts at 7:35 and ends at 8:00am (dates will be posted on the Moshi community calendar which can be accessed on the school website)

At break and lunchtime, members of staff are on duty in the playground. Students do not need to go home for lunch if they are going to an afternoon club. Please provide lunch or a lunch ticket.

EC children go home at 11:20 Monday-Thursday and at 12:30 on Fridays. They should be collected from the classroom.

Please ensure your child arrives on time to school every day. It is useful for children to have a transition time of 10 minutes when they catch up and speak to their friends before registration, then they are able to settle better into the start of work. Therefore, arriving a few minutes early is recommended.

It is expected that your child will come to school every day during term time. Please do not arrange holidays or long weekends which clash with school dates. If your child is sick, please email or speak directly to the class teacher to say what is wrong and when your child is expected back at school.

	Friday	
Period	Start	End
Registration	7:30	7:35
Session One	7:35	9:40
BREAK (snack)	9:40	10:00
Session Two	10:00	12:30

On Fridays, school ends at 12:30 and there are no afternoon clubs. Please collect your child at 12:30.

Home Learning Guidelines

Rationale

The aim of home learning is to promote an enjoyment of reading, a love of learning, time for interactions with family and friends and to foster relationships between home and school. We deliberately use the term home learning rather than home work to move away from a mindset of work that needs to be completed to an enjoyment of learning, encouraging thinking about learning and improving the skills of independent learning.

Home learning opportunities may include long term projects, preparation for field trips, exploring a student's environment around their home, or other content specific activities. Home learning opportunities will emphasise quality rather than quantity as well as promote independence and ownership.

EC- P2

The purpose of home learning activities in the Early Years and Lower Primary (EC-P2) is to build reading stamina and enjoyment in reading. Students in these primary grades are expected to read or be read to for a minimum of 20 minutes a day and may receive meaningful content practice to reinforce learning in mathematics, science or social studies throughout the year.

P3 - P6

The purpose of home learning activities in Upper Primary (P3-P6) is to sustain an enjoyment of reading, cultivate useful study skills and solidify understanding in specific content areas through independent practice. Students are expected to read for a minimum of 20-30 minutes a day and will receive meaningful content practice opportunities to reinforce learning and promote study strategies in mathematics, science or social studies throughout the year.



Specialist Teaching

Specialist Lessons: Students spend much of the school day learning with their class teacher. However, we do also provide specialist teaching. Specialist teachers liaise carefully with the class teachers and integrate with the units of inquiry.

Class	Specialist Lessons
EC/P1	Library, Swahili, PE
P2/3	Library, Swahili, PE, Music, French (P3),
P4/5	Library, Swahili, PE, Music, French
P6	Library, Swahili, PE, Music, French



What to bring to school:

Please ensure that all hats, shoes, clothes, water bottles, lunch boxes and other belongings are clearly named. Everyday:

- A healthy snack such as a banana / apple / grapes, cut up carrots/watermelon, raisins etc. Please do not send in sodas, crisps/chips or sweets/candy/chocolate.
- A refilled water bottle (it is important that your child stays hydrated during the school day).
- A hat or cap which should be left at school. We strongly recommend that a hat is worn for outdoor play.
- Sunscreen if required.
- A change of clothes for younger children which should be left at school.
- Indoor shoes for rainy and muddy days. These can be kept at school.
- A packed lunch or lunch ticket if they are staying past 13:10 e.g. for a club session.

Lunch: Lunches from the Dining Hall require a lunch ticket. These must be purchased in advance from Front Office. They are sold individually or in packs of twenty. Alternatively, children may bring their own lunch from home to eat at one of the tables in the playground area, where members of staff will be on duty.

Pick Up: At the end of lessons, children should be collected from the classroom by their caregiver (an adult or older sibling), unless they are staying for afternoon clubs, in which case collect them at 3:00pm. Primary day students are expected to be off campus after 3:00pm.

P.E. Lessons: Children should come to school wearing their sport clothes, i.e. a UWCEA house t-shirt (Mawenzi, Meru, Kibo), proper trainers/running shoes and shorts. T-shirts can be purchased at the Advancement Office. They also need a hat for P.E. lessons outside.

Swimming Lessons: Children should bring a separate bag containing a swimming costume, towel, goggles (if required) and flip flops or Crocs to walk to the pool. Running next to the pool is not allowed.

Valuables: Please do not let your child bring valuables to school. The school accepts no responsibility for valuables that are lost or damaged. Mobile phones are not allowed to be used during the school day either in the classroom or at break times unless permission is given by a member of staff.

Joining Early Childhood/P1: If your child is 3 years old s/he can join the EC/P1 class. However, it is important that they are “potty trained,” i.e. they should be able to use the toilet and not wearing diapers. It is useful to bring your child to school to see the classroom and meet the teachers before they come to stay for a whole morning. EC classes finish at 11:20am.

Dress Code: Students are required to wear a clean school t-shirt every day. These are available from the Advancement Office. They come in a variety of colours. Students should keep a second pair of shoes at school for rainy days so that muddy shoes are not brought into class. Flip flops and bare feet are not allowed at school for safety reasons.

Birthdays: Parents should email or speak directly to the class teacher several days in advance if they wish to bring in a birthday cake to share with the class, e.g. one cake or cupcakes in an ant-proof container, candles, matches, paper napkins or paper plates and a carefully wrapped knife. No more than this is necessary for the children to enjoy themselves and celebrate. Please do not bring extra snacks or drinks. It is completely optional whether you send in a cake on birthdays.

Special Events: UWCEA children prepare several whole school assemblies and Primary Gatherings. There are also Spirit Days, such as the International Day of Peace and Book Week, where children will have an opportunity to dress up. Children are actively involved in hands on experiences which help them develop their intercultural understanding. Concerts and drama performances may also be organised.

Educational Field Trips/Camps/Sporting Competitions: We are lucky to live in such a beautiful and interesting part of the world. There is so much to learn outside of the school gates. Therefore, students will be invited on day trips and overnight camps which are appropriate for their age group. These will normally be related to the Unit of Inquiry which the class is studying at that time. For curriculum trips there is no fee. For co-curricular trips, such as sports events outside of Moshi, a fee may be required for transport. A letter will always be sent home and a permission slip will need to be completed. Students should wear the UWCEA Leopards t-shirt for sports competitions. This can be purchased from the Advancement Office.

Primary Gathering: After registration on alternate Friday mornings, the whole Primary School comes together as a community in Rafiki Hall. Normally, one class shares their learning with the rest of the children. This is aimed at sharing what is going on, informally, amongst the primary students. Parents are welcome. This is also a time when each class teacher hands out Leaf Awards. The children add their leaves to our tree which appears to grow and flourish throughout the academic year.





Clubs: We run a popular and varied clubs programme. Examples of these include Moshi Brownies, Gardening, Dance, Arts and Crafts, Football, Basketball, Netball, Rugby, Swimming, Badminton, Coding, Cooking, Student Voice, Indoor Games and Primary Choir.

The clubs change each quarter and students are invited to choose and sign up in advance. Sign up is completed by parents via a Google Form which will be emailed to you. Clubs take place from 14.00—15.00 from Monday to Thursday. For outside clubs, children should wear sun-hats, sunscreen and sports shoes.

Please pick up children promptly at 15.00 from the playground (P1-3) or an arranged place (P4-6). Children are expected to leave campus at 15.00 unless they are residential students. No childcare is provided after this time.



Inclusion and Learning Support: Students in primary receive learning support for special educational needs and EAL (English as an additional language) according to their needs. Support is offered, either in class or as withdrawal from class, depending upon the specific needs of the individual student. Support is either on an individual or small group basis. Educational testing is available, in consultation with parents, should the need arise.

Music Lessons: Individual music lessons can be arranged for certain instruments for which there is an additional charge. Arrangements for these lessons can be made with the music teacher. Students can study for external music exams through this programme, but this is not compulsory.



Swimming Pool: The swimming pool is open for families or students to use every afternoon (after clubs and swim squad training) until 18:00 and at weekends until 17:45, unless a school activity is taking place there. The pool always has a lifeguard on duty, however, Primary students should be accompanied by a supervising adult unless they have taken a swimming test with the swimming instructor, Coach Sabini. Weather permitting, our P.E. classes dedicate a weekly lesson to swimming and we also offer Beginners, Intermediate and Advanced Swimming Clubs.

Library: The library is open from 7:30 - 18:00 on Monday to Thursday and from 7:30 – 16:00 on Fridays. Primary students have one library lesson a week and take out books on their library day. Parents may also borrow books under their child's name. If a book is lost then a replacement fee (including shipping costs) will be issued.

IT Centre: Students have access to the IT Centre during lesson time and after school at scheduled times e.g. to complete home learning assignments or carry out research. Students are expected to respect other users and may not play games. In the Primary School, we have a set of tablets which the students use in their daily classroom lessons and some clubs.

Newsletters: Our weekly communication with parents takes place via the UWCEA newsletter. This is emailed to the community at weekends. Please check it every week for updates, messages from your child's class teacher and current events. If you are not receiving the newsletter, please contact the school. The newsletter can also be viewed via the UWCEA website.



Behaviour Expectations: In general, behaviour at the school is very good. We promote an atmosphere of mutual respect. Therefore, we expect all members of our community to be principled at all times. This includes students behaving responsibly and making the right choices both in class and around the campus. Each class will agree on class expectations (Essential Agreements) at the beginning of the academic year.

We ask that all parents and/or guardians familiarise themselves with the UWC East Africa Primary Behaviour Procedures. See Appendix A.



Head Lice: On occasion we have head lice in the Primary classes. Please check your child's hair regularly and take immediate action. Head lice do not go away without treatment. A safe treatment is Dimeticone (Hedrin) which unfortunately cannot be purchased in Moshi. If you are coming from abroad, it would be worth bringing. Apply the treatment on days 1, 7 and 14 to kill any hatchlings before they lay more eggs. It is best to treat all members of the family. Please inform the class teacher if your child has head lice.

For prevention, please check for lice every one to two weeks. Use a metal fine-tooth nit comb when washing your child's hair, i.e. when applying conditioner. The conditioner makes it hard for the lice to move and traps them in the teeth of the comb. Wipe it off on a white tissue after each stroke and check for lice. Also, head lice do not like tea tree oil. Using shampoo or conditioner containing tea tree oil may help with prevention.



The 5 Essential Elements

In the PYP, a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking of responsible action.

KNOWLEDGE

Significant, relevant subject matter that we wish students to explore and know about.

CONCEPTS

Powerful ideas that have relevance within and across the disciplines and which students must explore and re-explore in order to develop understanding.

SKILLS

Those things the students need to be able to do to succeed in a challenging world.

ATTITUDES

Dispositions which are expressions of fundamental values, beliefs, and feeling about learning, the environment and people.

ACTION

Demonstrations of deeper learning in responsible behaviour through positive action and service; a manifestation in practice of the other essential elements



Learning at UWCEA Primary School

In the PYP, it is believed that learning takes place best when it is connected to what is genuinely a component of the world around the students, not merely what is contrived and then imposed upon the student in school. So, it is believed that acquiring knowledge, skills, meaning and understanding are best done in the context of exploring the child's own world. The learning should be relevant and engaging to them as people. We therefore provide students with learning experiences which are relevant, challenging and significant.

At UWCEA, the teachers encourage students to value their learning and take responsibility for it. The students regularly help to design the Unit of Inquiry by offering ideas and suggestions or by asking relevant questions. The teachers listen to these and guide the inquiry forward. Our pupils are encouraged to be curious, inquisitive, ask questions and explore their environment and community. They do so on a physical, social and intellectual level.



UWCEA teachers support their students as they start to master and control their learning on their way to becoming independent learners. The lessons are therefore differentiated to accommodate the range of abilities and learning styles. This means all the children can achieve success and so strive to learn more.

We believe that experiences during the early years lay the foundation for all future learning. This is when learning (physical, social, emotional, intellectual and aesthetic) is most rapid. We therefore recognise and maximise this crucial stage of learning.

Teaching: The PYP philosophy is broad, balanced and inclusive. Students are guided to acquire essential knowledge and skills, develop conceptual understanding, demonstrate positive attitudes and carry out useful actions to benefit society and the environment. The importance of traditional subject areas is acknowledged, i.e. language (English, Kiswahili and French), mathematics, social studies, science, the arts and personal, social and physical education. These subject areas are taught through Units of Inquiry using a transdisciplinary approach.

Split Classes: The reason our classes are split (i.e. to include two age grades – such as P4/5) is so that we can offer places to as many families as possible. Our local population is not large enough to support single age classes. These split classes may alter from year to year depending on applications to the school. Classes are *strictly* split by age and not ability or any other factors.

PYP Action: In the PYP, it is believed that education must extend beyond the intellectual to include not only socially responsible attitudes but also thoughtful and appropriate action. An explicit expectation of the PYP is that successful inquiry will lead to responsible action, initiated by the student as a result of the learning process. The action will extend the student's learning or it may have a wider social impact, and will look different within each age range.

IT: Information Technology plays a vital role in our learning at UWCEA. Students learn to become independent and confident users of IT. The Primary School has 50 tablets which are regularly used for inquiry in the classrooms as well as an IT Centre.

Puberty: Children in the upper primary grades are taught about the changes which they will experience through puberty. It is important they understand what is happening to their bodies. Puberty is taught in a sensitive and age-appropriate manner by highly experienced teachers. Please be open to your child's natural curiosity about the changes they are going through and support them by answering their questions.

P.E. and Extra-Curricular Sport: UWCEA benefits from having its own swimming pool, two large sports pitches, basketball courts, tennis courts and an indoor sports hall. Primary children take part in two P.E. lessons per week. They demonstrate their skills at UWCEA sports days and swimming galas held at points throughout the school year. Parents are invited to come and support. The children regularly compete for their house team, i.e. Kibo (blue), Mawenzi (green) or Meru (yellow).

Children have the option to play further sports in clubs held in the afternoons, e.g. swimming, touch rugby, netball, rounders etc. Our students regularly take part in swimming galas, athletics meets, football/rounders/netball and touch rugby tournaments, played against other international and local schools in Tanzania, including in Usa River, Arusha and Dar es Salaam. Matches are sometimes held during the school day and sometimes at weekends. In preparation for some events, extra coaching sessions may be planned at lunchtimes. Parents will be informed if this is the case. Children can arrange to have private tennis lessons on the school campus. Many of our children, teachers and parents also enjoy taking part in the Kilimanjaro Marathon (42km/21km/5km) held every year in late February.



Assessment

In the PYP, assessment should effectively map students' development in the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the ability to make decisions to take responsible action. On-going assessment in the classroom will include analysis of students' work or performances using rubrics, checklists, continuums, anecdotal notes and daily observations. Students are actively involved in assessing their own and their peers' learning. Every student creates their own learning portfolio and some classes use Seesaw to create online portfolios.

In P4, P5 and P6 students take part in MAP Growth Tests. These computer-based tests assess the students' mathematical and English abilities. Parents are then informed of their child's results.

PYP Exhibition: In the final year of primary school, students participate in a culminating project, the PYP Exhibition. This requires each student to demonstrate engagement with the five essential elements of the programme: knowledge, concepts, skills, attitudes and action. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling. Students are required to engage in a collaborative, transdisciplinary inquiry process that involves them in identifying, investigating and offering solutions to real-life issues or problems.

Reporting and Feedback

During the year feedback is given to parents in different ways. In October there is a goal setting conference, in December there is a school report and a parent/teacher conference, in March we have the Student Led Conference (teachers may request a separate meeting with parents at the end of the quarter if there is something important to discuss) and in June the end of year report is issued.

Many children tell us that the Student Led Conference is their favourite day of the school year. It is a chance for children to share work they are proud of with those whose opinion and praise counts the most (you, the parents). It is an opportunity for the children to identify their strengths and also those areas which they still need to develop. The child reflects in their own words on how far they've come and where they still need to learn and the parents are active listeners, giving positive feedback and thinking of how they can best support the child. The experience is intended to boost the child's self-confidence and motivation to succeed.

Comprehensive online student reports are shared at the end of each semester. These are seen as a summative record for students, parents and the school itself. These provide a clear indication of the student's progress with reference to Units of Inquiry, subject areas, the Learner Profile and transdisciplinary skills. They also provide information about clubs, school attendance, Learning Support and residential life where appropriate. All teachers who are involved in the student's progress will comment in these reports and student reflections will be included.

PYP Transdisciplinary Themes

P2-P6 children cover six Units of Inquiry per year. These fall under the transdisciplinary themes. Each unit lasts for approximately 6 weeks. EC/P1 children cover four units per year.

Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.



Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



How the world works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

IB Learner Profile

At UWCEA, we strive, at every age, to become internationally minded people, i.e. people who demonstrate the attributes of the IB learner profile. The aim of all the IB programmes (PYP, MYP and DP) is to develop internationally minded students who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Communicators

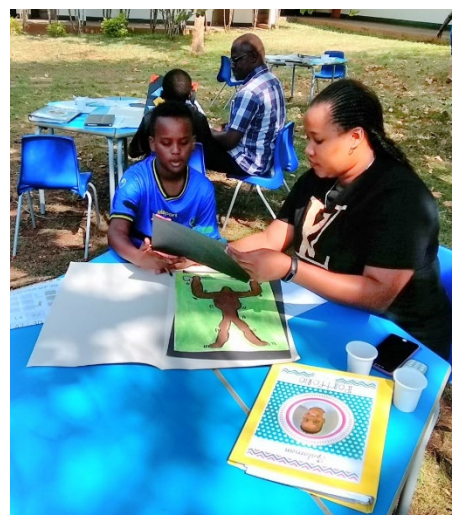
They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.



Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal wellbeing for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



How the Learner Profile is reflected in IB Language and Mathematics

Learner Profile	How it is reflected in Language	How it is reflected in Mathematics
Inquirers	Students develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy literature and the discussion of perspectives or language that follows reading a text.	Inquirers look for patterns. Inquirers write proofs to illuminate the patterns they have discovered. Inquirers discover mathematical patterns and relationships to deepen their understanding and ownership of the ideas and concepts being studied.
Knowledgeable	Students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of texts.	Maths is the global and multi-disciplinary language. For example, science expresses itself through maths. Our understanding of maths continues to evolve and deepen as our ability to explore ideas of greater complexity continues to develop.
Thinkers	Students exercise initiative in applying thinking skills critically. They analyse texts and seek perspectives that demonstrate higher-level thinking.	Higher level mathematics is dedicated to complex multi-step problems. Students are required to think critically in order to evaluate their solutions and problem solving approaches
Communicators	Students understand and express ideas and information confidently and creatively in a variety of modes of communication. They work effectively and willingly in collaboration with others.	Students must use appropriate maths language because maths has its own language. Communicating in this language requires an understanding of its set of rules, symbols, notation, syntax etc. Maths has multiple modes of communication (graphical, algebraic and examples) that need to be mutually reinforcing and consistent
Principled	Students act with integrity and honesty, demonstrating respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.	Students are expected to take responsibility for their own work and problem solving. Maths is very unforgiving – if a student tries to pretend to work at or understand the subject, their lack of knowledge will be found out by the independent assessments
Open-minded	Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.	Students explore and discover multiple methods of solving problems. Students understand that there are different perspectives that can be equally effective in visualising, setting up, or solving problems.
Caring	Students show empathy, compassion and respect towards the needs and feelings of others. They seek to improve their emotional intelligence through the texts they read.	Better students learn better by teaching peers and owning their peers' progress. Attaching real world emotions and morals to maths problems by relating the mathematical concept to problems that have real human impact increases a student's appreciation for the role that maths can play in improving the world in which they live.
Risk-takers	Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. They will be willing to try out a new range of new texts and genre.	Risk takers speak in class despite the possibility of being incorrect. Risk takers attack unfamiliar problems because they know they are good at maths when they can solve them.
Balanced	Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. They maintain a positive approach in their interactions and balance of work.	Balanced students manage their time in and out of the class. One way of maintaining balance is through finding the quick, simple ways to solve problems. A good understanding of maths and its elegance can streamline problem solving and make students more effective and efficient
Reflective	Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	Reflecting involves considering where assumptions are made that can lead to truth or error. Being able to reflect on your own work and how you are approaching a problem and how to correct an inferior method can lead to penetrating insights.

How the Learner Profile is reflected in IB Science, The Arts and Social Studies

Learner Profile	How it is reflected in Science	How it is reflected in The Arts	How it is reflected in Social Studies
Inquirers	They practise formulating clear and concise questions which can be addressed methodically. They also learn how to interpret and evaluate the data they collect to try and find answers to such questions.	Their natural curiosity is nurtured. They acquire the skills necessary to conduct purposeful, constructive inquiry into the Arts, engaging them in authentic learning.	They have acquired the skills necessary to conduct purposeful, constructive inquiry into societies and environments, retaining an enthusiasm and curiosity for learning about self and others and about the changing world.
Knowledgeable	They acquire a body of knowledge and learn to recognise the overlap between different scientific disciplines in the world around them. They understand how to apply their knowledge effectively to explain the world around them and to understand the contribution they can make to society.	They acquire a body of knowledge and an understanding of Arts concepts and history. This supports the development of a broad and balanced awareness of the Arts, which they are able to transfer to other areas of learning.	They think creatively and critically about the world around them and make informed judgments about the past and about social and environmental issues.
Thinkers	They use their scientific knowledge to reflect on the differences that science and innovation is continually making and evaluate regarding the benefits and drawbacks to society.	They think creatively and critically about the world around them and make informed judgments, continually exploring imaginative ways of representing feelings, ideas, opinions, concepts and knowledge through the Arts.	They communicate their ideas, questions, information and conclusions effectively employing a range of methods.
Communicators	They learn to organise complex data and information in a coherent and logical manner with one argument leading to a reasoned conclusion. They also practise using technical vocabulary correctly and explaining concepts to a layman.	They represent their ideas, questions, perceptions, opinions, knowledge and conclusions effectively employing a range of Arts processes and media. They work effectively and willingly in collaboration with others.	When faced with unfamiliar situations they use the approaches of the historian, geographer and social scientist to look at, and think about, the world in creative, authentic and innovative ways.
Principled	They appreciate the importance of citing references and thereby crediting those who made a discovery. They respect the value of life and seriously evaluate ethical issues surrounding scientific issues, including its potential applications.	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals, groups and communities. They are accustomed to seeking and evaluating a range of points of view, and appreciate representation of these through the Arts. They take responsibility for their actions and the consequences that accompany them.	They acquire a body of knowledge and develop an understanding about how societies and environments, its systems and institutions work, and about the rights and responsibilities of individuals and groups.
Open-minded	They are willing to remain open-minded and appreciate that proof in science is only as certain as the most recent data available.	They are receptive to art practices and artworks from various cultures, including their own.	They participate actively with integrity, honesty and a sense of fairness and justice in school, family and communities.
Caring	They understand ways in which science can be used to enhance life and protect the environment	They support each other on their artistic journey. Through the Arts they present issues that show empathy and a personal commitment to service. They act to make a positive difference to the lives of others and the environment.	They demonstrate empathy for others and participate in exploring local and global issues.
Risk-takers	They plan and perform investigations to test hypotheses which are based on their own analysis of past data, thereby performing an original experiment.	They approach unfamiliar situations as artists. They view and think about the world in creative and innovative ways. Through investigation & knowledge and skill development in the Arts, they take informed risks.	They appreciate that there may be other perspectives, respecting the right to a different point of view, causes and cultures of others while seeking and considering a range of perspectives.
Balanced	They understand how science can lead them to balanced views of the world through analysis and evaluation of sources and evidence.	They understand the role the Arts play in helping them achieve intellectual, physical and emotional balance.	They understand the importance of striving to achieve a greater sense of balance as an individual and as a member of the global society.
Reflective	They learn to reflect on current issues objectively and to consider how scientific innovation will impact the planet as a whole and also in specific areas.	They are aware of the need to respond to, reflect on and document the Creative Cycle. They recognise their strengths and weaknesses in their own work in the Arts.	They are aware of the need to evaluate evidence and reflect on their own interpretations and on the strengths and weaknesses of the methods they have used to reach them.

How can I support my child's learning?

Be a good communicator: Your first point of contact is the class teacher. Either speak to the teacher directly or email him/her. Please allow 24 hours for a reply to any email (remember: your child's teacher is teaching for the majority of the day - s/he is not checking emails in an office situation). We encourage you to build a partnership with your child's teacher.

Read the weekly newsletter: You will receive a school newsletter each week via email. Please read this every week in order to stay aware of what is happening in your child's classroom. Many important dates and instructions are shared in the newsletter, as well as photographs and information about the learning which is taking place. Please inform us if you are not currently receiving this.

Attend conferences: Teacher-Parent Conferences: These are designed to give you information about your child's progress, development and needs and about the school's programme. Teachers will take this opportunity to gather background information, to answer your questions, to address their concerns, and to help define everyone's role in the learning process.

Student-Led Conferences: These involve the student and the parent. The students are responsible for leading the conference and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously. The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child.

Three-Way Conferences: These involve the student, parent/s and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement.

Home Learning: Encourage your child to read each afternoon; either alone or to a parent. Write a comment in their reading record so that the teacher knows what has been completed that day at home. Ask your child questions and show interest in their classwork and home learning. Older students may wish to complete their home learning independently and this is to be encouraged. If your child has had a problem with the home learning, please inform the class teacher so that she/he can support them.

Encourage inquiry and questioning: At UWCEA the students learn through inquiry. What does inquiry look like? Inquiry, interpreted in the broadest sense, is the process initiated by the students or the teacher that moves the students from their current level of understanding to a new and deeper level of understanding. This can mean:

- exploring, wondering and questioning
- experimenting and playing with possibilities
- making connections between previous and current learning
- making predictions and acting purposefully to see what happens
- collecting data and reporting findings
- clarifying existing ideas and reappraising perceptions of events
- deepening understanding through the application of a concept
- making and testing theories
- researching and seeking information
- taking and defending a position
- solving problems in a variety of ways.



What happens after my child has completed the PYP at UWCEA?

UWCEA is an IB accredited World School, meaning that when your child has successfully completed the Primary Years Programme (PYP), they may join the Middle Years Programme (MYP) and, eventually, the Diploma Programme (DP) all offered here at UWCEA. They can remain as either a day student or as a residential student. The IB Diploma is an internationally recognised qualification accepted by more than 2000 universities across the globe. Every year, UWCEA students are accepted to major universities in the USA, UK and elsewhere.

Alternatively, if your family is moving away from Tanzania, your child will be able to transition easily to another IB school. There are currently 4,786 schools offering IB programmes worldwide and the numbers are steadily increasing.



Contact Us

If you have not yet had a chance to visit the school, we welcome you to book an appointment.

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Appendix A

UWC East Africa Primary Behaviour Procedures

PYP Behaviour Policy

May 2024

UWC East Africa Mission

UWC East Africa makes education a force to unite people, nations and cultures for peace and a sustainable future. We are committed to developing balanced global citizens who are empowered to act responsibly in a complex world.

UWC East Africa Values

UWC East Africa is a member of the UWC movement. We live and learn together as part of a community that values:

1. A safe, collaborative and caring community.
2. A sense of belonging, acceptance and tolerance.
3. A holistic and diverse portfolio of learning experiences.
4. An education in a global context that promotes an appreciation and understanding of multiple perspectives and interdependence of individuals, societies and environments.
5. Innovation over perfection within a supportive community where learners are motivated to embrace personal challenge and reflection.
6. The ambition of students to demonstrate initiative and take on leadership roles.
7. Opportunities to engage with the culture and nature of East Africa.
8. A shared responsibility and a collective duty of care for ourselves, each other and the environment.
9. A healthy lifestyle and active pursuits.
10. The happiness and well-being of our community.

Be Kind, Be Safe, Be Responsible

Student Rights and Responsibilities

These rights and responsibilities form the basic expectations for UWC East Africa PYP students.

Students have the <u>right</u> to.	Students have the <u>responsibility</u> to.
<ul style="list-style-type: none">• be treated with respect, courtesy and consideration by teachers, administrators, school personnel and classmates.• a clean, safe, respectful environment conducive to learning and access to curricular and extra-curricular learning opportunities.• discuss academic matters and voice opinions in a respectful manner to faculty, administrators and school personnel.• confidentiality and fair and accurate maintenance of their academic and disciplinary records.• well-constructed lessons that contribute to student achievement, corresponding to the UWC East Africa mission statement.• have access to appropriate and necessary equipment to facilitate successful completion of assigned work.• be informed of the school rules and procedures by which the school is governed and the process by which discipline will be applied.	<ul style="list-style-type: none">• respect their classmates, teachers and school staff and their views, rights, cultures, property and learning.• contribute to the learning environment by<ul style="list-style-type: none">◦ arriving to class on-time, prepared with all appropriate materials◦ following classroom rules/agreements◦ complying with all teacher directives◦ completing all assigned work◦ fulfilling all extracurricular commitments.• use appropriate language and maintain respectful behaviour with teachers, school staff and classmates.• maintain academic integrity by not cheating, plagiarising, or facilitating cheating or plagiarism by another student.• participate actively and appropriately in all lessons and strive to achieve optimal success in all courses.• treat all school facilities and equipment with respect and contribute to a clean, tidy and safe environment to ensure that all students have equitable access. This includes helping to recycle and acting responsibly with resources.• familiarise themselves with all school and classroom expectations and accept consequences for personal behaviour with dignity and honesty.

Be Kind, Be Safe, Be Responsible

SETTING	STUDENT BEHAVIOR EXPECTATIONS
Classrooms	Adhere to the classroom agreements; Demonstrate acceptable use of technology
Transitions	Walk in an orderly, quiet manner, ensuring that lessons are reached on time
Mealtimes/Cafeteria	<p>Wash hands before eating; Walk at all times</p> <p>Sit down while eating in designated areas; use appropriate table manners</p> <p>Clean up the area when finished eating; return plates, cutlery etc, throw away any rubbish. Take responsibility for spilled food or other accidents</p> <p>Talk using indoor voices</p> <p>Sit quietly until the teacher on duty collects them.</p>
Assemblies & Gatherings	<p>Remain seated</p> <p>Respect performers and show appreciation in appropriate ways</p> <p>No consumption of food or drink during assemblies/gatherings</p>
Bus	<p>Show respect to bus driver and all passengers at all times</p> <p>Wear seat belts and stay seated while on the bus</p> <p>Use inside voices</p> <p>Be prompt for pick-ups and dismissal</p> <p>Use respectful language</p> <p>Store all belongings safely</p>
Playgrounds	<p>Play in designated, supervised areas; Stay within boundaries</p> <p>Be respectful of trees and landscaped areas</p> <p>Use fair play and be principled</p> <p>Use playground equipment safely (no hanging on goal posts)</p> <p>Be inclusive in games</p> <p>Line up sensibly when the bell rings in the playground</p>

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COMMUNITY AGREEMENTS – POSITIVE CONSEQUENCES

EXAMPLES OF POSITIVE BEHAVIOURS IN ACTION
Responsibility to OTHERS: Respecting others Praising others Helping others Welcoming and caring for new students Following acceptable use policy when using technology Reporting bullying
Responsibility to SELF: Being truthful Being principled when conflict arises Following acceptable use policy when using technology Reporting bullying
Responsibility to PROPERTY: Storing belongings in the appropriate place Picking up litter Reporting damage in bathroom, landscape, facilities and/or equipment Reporting theft Returning lost items to 'lost and found', a teacher, the office or a student Property brought from home is the responsibility of the child
Responsibility to LEARNING: Demonstrating appropriate behavior in classrooms Demonstrating appropriate behavior inside and outside of classrooms Demonstrating appropriate use of technology
POSITIVE CONSEQUENCES Include: PYP Learner Profile and Attitude awards in Share Time/Primary Gathering Complimentary feedback to the student from students/teachers/administrators Complimentary feedback home to the parents from teachers/administrators Community-wide recognition (Gatherings, Assemblies, Grade Level Meetings, etc.)

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PYP Stages

Stage	Behaviour	Appropriate Sanction	Reported to
1	Annoyances Calling out Wandering about the classroom Running in school buildings Ignoring minor instructions Silly noises Pushing in the line Talking out of turn Minor playground incidents	Eye contact Reminders Verbal reminders Statement of inappropriate behaviour and consequence of repeating it Change of seating 5 minute playground cool-down time Strategically monitor Celebrate positive behaviour of others	Not recorded No other staff member involved Teacher on duty deals with playground incidents
2	Repeated Stage 1 behaviour Refusal to work Unacceptable output Offhand comments Deliberate disruption Accidental damage through carelessness Minor challenge to authority Repeatedly annoying other children Non-directed swearing Spitting Playground skirmishes Harming someone Damage to school/pupil property Refusal to work Unacceptable output	Child to be separated from class or group Repair/clean up of damage Sent to teacher Sent to PYPC Write a letter of apology during a break time Students given supported time to complete unfinished work Complete behaviour sheet	Peer mediators Teacher on duty to report incident to class teachers Repeated incidents reported to PYPC Incidents recorded Parental contact if needed Where necessary, seek support from the Inclusion department
3	Repeated Stage 2 behaviour Repeated challenge to authority Verbal/Physical abuse to staff Extreme danger or violence Leaving class/campus without permission Deliberate rudeness to adults Harmful/offensive name calling Directed swearing at another child Bullying Stealing Serious fighting Intentional physical harm to others	Internal suspension or time out Formal telephone call to parents Meeting with parents Possible recompense for damaged property	Incidents recorded Parental contact Reported to teachers Repeated incidents reported to HoP/DHoC Seek support from the Inclusion department.
4	Repeated Stage 3 behaviour Repeatedly leaving the class without permission Fighting in the classroom More serious playground incidents Intentional harm to others Throwing large/dangerous objects	Formal telephone call to parents Meeting with parents Possible recompense for damaged property Community service within school Behaviour chart	Parents informed Class teacher to immediately involve HoP/DHoC Placed on Inclusion/Welfare register Parental contact recorded

Be Kind, Be Safe, Be Responsible

	Serious challenge to authority Verbal abuse Swearing Bringing the school into disrepute Vandalism/Graffiti Persistent bullying Racist incidents Truancy Inappropriate use of technology	Behaviour log monitored class teacher/HoP/DHoC Technology rights withdrawn Possible suspension Withdrawal from school events and trips Internal exclusions Possibility of child sent home	
5	Repeated Stage 4 behaviour Extreme danger or violence Very serious challenge to authority Physical abuse Running out of school Possession of a dangerous weapon Smoking	Immediate suspension for a fixed term Possibility of child sent home	All incidents reported to class teacher and parents Requires immediate involvement of the HoP/DHoC/HoC

Pre-empting Inappropriate Behaviour and/or Dealing with Aggressive Behaviour

Avoiding conflict, looking for warning signs and creating diversions is the best way to avoid issues escalating. Try to distract, relocate or change the activity instead.

Mistakes are regarded as being an important part of the learning process. Building a safe learning environment for students provides a place for both making mistakes and learning from mistakes.

Always listen; listen to all sides of the story before making assumptions or issuing sanctions, there are always two sides to a story. If children know they will be listened to, then they will be less defiant and rude when they are upset, frustrated or angry.

Always be respectful of others; never belittle, humiliate or deliberately embarrass children. Avoid shouting at children, never stand over them if they are sitting or are smaller than you. Always try to deal with children at their level and in a calm voice. If you feel that you are losing your temper, stop or walk away, ask someone else to deal with the situation.

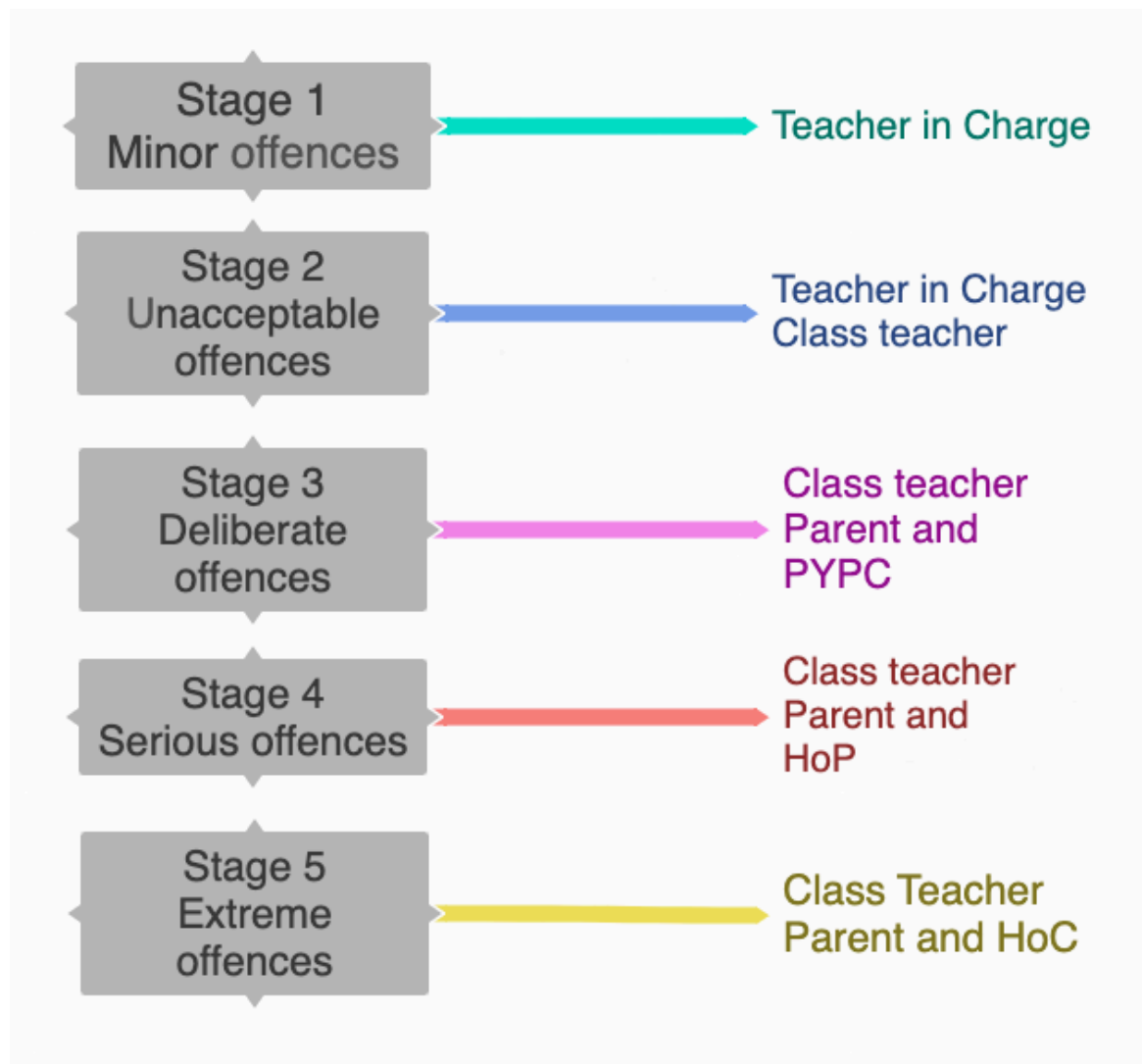
Always put child safety first and only use physical intervention as a last resort to ensure students do not harm themselves or others.

Order of action

1. Class Teacher meets with child.
2. Class Teacher meets with child and parent.
3. Class teacher and PYPC/DHoC meet with child
4. Class teacher and PYPC/DHoC meet with child and parent.
5. Parent meets with HoC.

Be Kind, Be Safe, Be Responsible

Behaviour reporting and handling flow chart



Appendix 1: Printable resources

Behaviour Policy Classroom Overview

These rights and responsibilities form the expectations for UWC East Africa PYP students.

Students have the right to.	Students have the responsibility to.
<ul style="list-style-type: none">• be treated with respect,• a clean, safe, respectful environment• discuss academic matters and voice opinions in a respectful manner• fair and confidential records• well-constructed lessons• access to resources• know what their behaviour expectations are	<ul style="list-style-type: none">• respect others• contribute positively to the learning environment• maintain academic integrity• participate actively and appropriately• treat all school facilities and equipment with respect and contribute to a clean, tidy and safe environment• familiarise themselves with all school and classroom expectations

Behaviour reporting and handling flow chart

