



2024-2025

PARENT HANDBOOK

Revised by

Yoyogi Friends
Parent Association



Visit Our Website

Yoyogiinternationalschool.com



Parent Handbook

2024-2025 School Yearbook

Revised 2024

Table of Contents

Parent Handbook	1
Table of Contents	1
About Yoyogi International School	2
School Mission	2
Parent Code of Conduct	3
Rights of Parents and Guardians	3
Responsibilities of Parents and Guardians	3
School Governance	4
History	5
School Characteristics	5
The Primary Years Programme (PYP)	6
PYP Assessment Scale	7
Middle School Program	7
Goal of Middle School	7
Learning Standards	7
Project Based Learning	8
Middle School Assessment Scales	8
1. Assessment In The Middle School - Standards	8
2. Assessment In The Middle School - Skills	9
The Team	9
Facilities	10
Absences	10
Late Arrivals	11
Parking/Stopping at School	11
Dismissal from School	11
Late pick-ups	11
Responsibilities (Parental/School)	12
School Bus Service	12
School Uniform and PE wear	12
School Finance	12
Tuition Refund Policy	13
Student Day	15
Friends of Yoyogi (PTA)	15
After-School Activities (ASA)	15
Letters of Recommendation for Leaving Students	16
Approaches To Learning	16
Home Learning (Homework)	16

Assessment and Reporting	17
Discipline and Behavior	17
Restorative Process	18
Types of discipline	18
Child Safeguarding	20
Rationale	20
Practice	20
Recruitment	21
Student and Staff Behavior	21
Health and Safety	22
Emergencies and School Closures	24

About Yoyogi International School

School Mission

We foster a love of learning by enabling students to be curious, confident and compassionate members of our global society.

We provide a safe, nurturing and caring environment where each student is supported individually and is inspired to exceed expectations.

School Vision

We provide an outstanding learning environment - guiding students to develop the skills, knowledge, and aspiration to be active learners within our global society.

Core Values

- Curious
- Confident
- Compassionate

School Values

We endeavour to encourage students to become:

Inquirers: They develop their natural curiosity, 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 with local and global significance. In doing so, 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 recognize 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 other individuals and communities' perspectives, values and traditions. 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 well-being 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.

Parent Code of Conduct

At Yoyogi International School, we have instituted a parental code of conduct to help promote a safe environment for all students, staff, and parents. Parents and guardians have the following rights and responsibilities at the school:

Rights of Parents and Guardians

Staff, students, parents, and caregivers have similar rights, which are:

1. All have the right to be treated with respect and fairness at school.

The staff will respond to all parents and caregivers with sensitivity when discussing matters relating to the school, children, and their families with parents. Parents and guardians are expected to pay the same courtesy to staff.

2. All have a right to be heard.

Parents and guardians are encouraged to talk freely about their ideas and feelings during scheduled parent-teacher meetings and through school consultation processes. Appointments should be made at appropriate times, but parents may not interrupt class teaching time. They should respect the need for teachers to prepare for meetings and the desirability of any matter to be discussed in private.

3. Everyone has a right to tell their side of the story.

Parents are encouraged to discuss concerns and/or problem behaviour and consequences with the concerned staff member. This may also need input from the senior staff. While every

child has individual rights, these do not outweigh the rights of all children to a positive learning environment.

4. Parents and guardians have a right to expect the school to be a safe place.

The school will provide safe classrooms, equipment, and structures to ensure pupil safety.

5. Parents will respect the school's culture of inclusion of all beliefs, cultures, and nations.

Parents are expected to develop and maintain their beliefs, cultures, and nations through family and home support. While we wish to acknowledge and celebrate all beliefs, cultures, and nations, we can not be expected to abide, or comply, by the laws, standards or expectations of each family.

Responsibilities of Parents and Guardians

Parents and guardians have the following responsibilities at the school:

1. You have a responsibility to ensure your child attends school regularly.

If your child cannot attend school for any reason, please notify the school office or the homeroom teacher.

2. You are responsible for keeping sick children home from school until they are well.

To minimise the passing on of infections, children who are not well need to be kept home. Parents of children who become ill at school must be prepared to take them home when notified. The office requires an emergency contact number for this purpose.

3. You are responsible for ensuring your children arrive at school well-nourished, rested, clean, and wearing the correct uniform.

Children need to be guided towards taking self-responsibility as they progress through school. Ultimately, it is the parents' responsibility to ensure that these needs are met.

4. You have the responsibility to support the school in upholding codes of student conduct, school rules, and the respect of property.

This means observing all agreed-upon safety practices and playground and classroom rules. Parents are the best role models for their children. Where parents provide contrary advice to the school, this causes confusion for children.

5. You have the responsibility to help make the school a good place to be.

This means contributing to the collective life of the school, supporting your child's classroom activities, reading, and responding to all messages sent home from school, and being respectful, thoughtful, and courteous in your dealings with others.

6. Parents have the responsibility to make sure their child's rights and the rights of other children are respected within the mission, vision, and policies of the school.

We are accountable across our international education community for purposefully and intentionally creating learning environments that ensure students have an inclusive, diverse, equitable, and anti-racist experience in our care.

7. Parents of enrolled Yoyogi International school students will be knowledgeable of, and comply with, school mission, vision, policies and procedures.
8. Parents will respect the well-being and safety of all students.

Under no circumstance can a parent address another parent's child, or the parent(s) of the child, for discipline, inquiry, or corrective measures. Such action will lead to restricted parent access to the school or possible removal from the school entirely. Matters of concern are brought to the school to be addressed according to the school's policy and procedure.

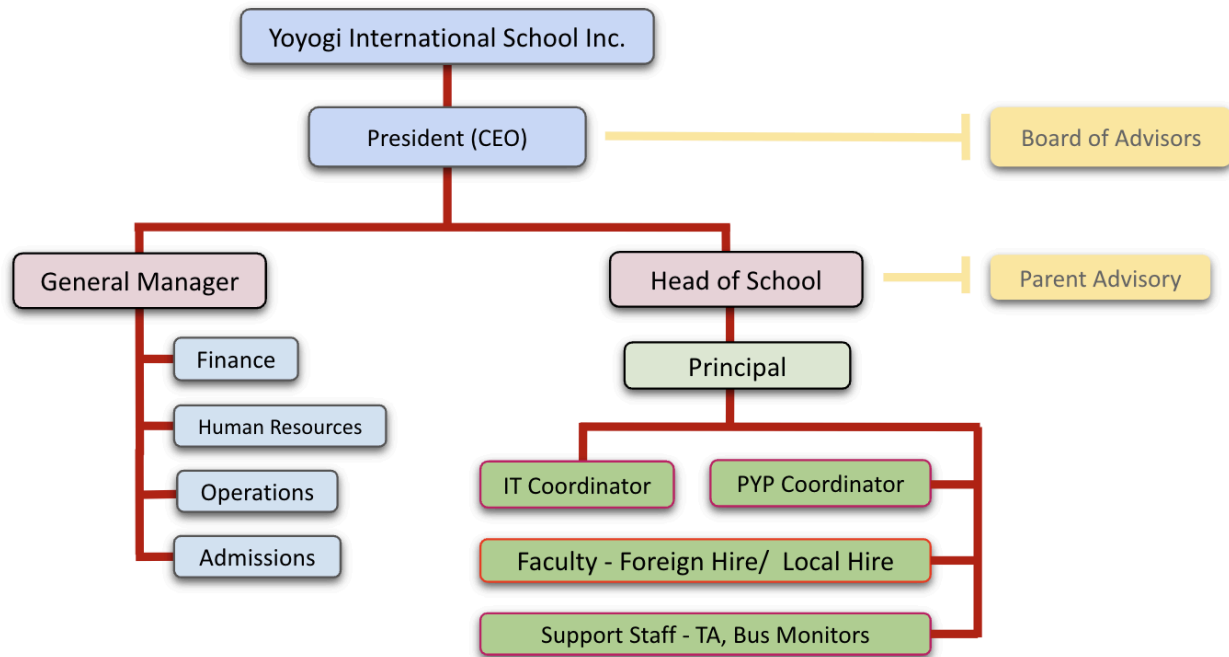
School Governance

Yoyogi International School's Founder and CEO is Yuko Muir. Ms. Muir formed an advisory board to provide the company with professional advice based on their professional knowledge and practices. The board serves as the guiding criteria and helps the company decide the policies to manage the School. The Board of Advisors meets every quarter, with up to four meetings, or more if required, per year.

The Head of School runs the school subject to the orders and policies of the CEO with the consultation of and approval by the Board of Advisors. The Head of the School is in charge of the administrative function of operating the School. The Head of School will actively seek support and advice from parent advisory groups, staff and students.

YOYOGI INTERNATIONAL SCHOOL

Organizational Chart 2024-2025



OrgChart/Rev2024/v.4

History

Yoyogi International School was established in 1999 by Yuko Muir, based on her own experience as a parent. Yuko Muir always believed that all children have infinite potential to blossom when given a great environment and many opportunities. She was inspired to create a school that would nurture yet challenge each child's talents and potential. After several years, Yoyogi International School became one of Tokyo's largest, most reputable, and most prestigious international preschools/kindergartens.

The school has provided academic foundations to help children succeed and be confident in their future studies. The school has educated students to prepare for elementary/primary schools worldwide. Following the addition of the Primary 2 (Grade 1) class in 2013, the school developed a full primary program, and the Yoyogi Campus was opened in the Fall of 2015. Primary 6/Grade 6 (PG6) class was added in 2019 to help facilitate students' move into middle school education and further education worldwide. The school embraces the needs of each child by providing a warm, secure, and nurturing environment where children gain independence and motivation and develop critical thinking skills and integrity that are essential for the global society in the 21st century.

Yoyogi International School has been an IB World School for the International Baccalaureate (IB) Primary Years Programme since October 2021. IB World Schools share a common philosophy—a commitment to improving the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programs of international education that share a powerful vision.

School Characteristics

At Yoyogi International School, we aim to offer our students social and academic foundations through enriching lessons, fun activities, and positive experiences. The school focuses more on academics, ensuring students are well prepared for any schools they move onto. The school holds high expectations for all our students and staff.

As an international school in Tokyo, the school caters predominantly to expat families often on temporary assignment to Tokyo and internationally-minded local community members. For many of the younger children, it is their very first experience of school and the school's goal is to offer a positive start for them to nurture their love of learning. For older students, the school aims to provide them with a stimulating learning environment where each child is supported individually and is inspired to exceed their own academic expectations. Yoyogi International School takes pride in successfully preparing students with the academic skills needed to transfer to other schools within the international school community. Many of the students not only succeed but exceed at their next schools.

The student body and their families come from all over the world. There are approximately 30 different nationalities represented at the school. Each family and nationality may have varying norms and expectations. We work to recognize and are open to cultural differences. At times, staff may be confronted with language and cultural barriers. Therefore, we recognize that sincere, effective, and compassionate communication is vital. For many families, the school community is their source of social life, even a lifeline. Yoyogi I.S. is a community hub and, hopefully, a family away from home.

The Primary Years Programme (PYP)

The PYP is a guided inquiry approach to learning. Inquiry-based units of study, known as the Units of Inquiry, are the focus for learning in all homeroom classes, into which other subjects can be integrated. There is an emphasis on real-life situations, research, decision-making, problem-solving, and taking action. Students can work independently, with a partner, or in groups, depending on the learner's needs.

The program is broken down into six major units of study per year:

PYP Transdisciplinary Themes

- **Who we are** - An inquiry into identity as individuals and as part of a collective through: physical, emotional, spiritual and social health and wellbeing; relationships and belonging; learning and growing.
- **Where we are in place and time** - An inquiry into histories and orientation into space, place and time through: periods, events and artefacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation.
- **How we express ourselves** - An inquiry into the diversity of voice, perspectives and expression through: inspiration, imagination, creativity; personal, social and cultural modes and practices of communication; intentions, perceptions, interpretations and responses.
- **How the world works** - An inquiry into understandings of the world and phenomena through: patterns, cycles, systems; diverse practices, methods and tools; discovery, design, innovation: possibilities and impacts.
- **How we organize ourselves** - An inquiry into systems, structures and networks through: interactions within and between social and ecological systems; approaches to livelihoods and trade practices: intended and unintended consequences; representation, collaboration and decision-making.
- **Sharing the planet** - An inquiry into the interdependence of human and natural worlds through: rights, responsibilities and dignity of all; pathways to just, peaceful and reimagined futures; nature, complexity, coexistence and wisdom.

Guided by these six transdisciplinary themes, each of global significance, students further their learning by developing conceptual understandings and strengthening their knowledge and skills across different subject areas.

Towards the end of the Primary Years Programme, Grade 5 students participate in the PYP Exhibition (PYPX), in which they present to the school community. The Exhibition is developed under the transdisciplinary theme of SharingThe Planet. Students engage in a collaborative, investigative inquiry process that involves them identifying an issue and offering solutions to a real-life problem. The PYP Exhibition demonstrates what they have learned during their years in the PYP.

PYP Assessment Scale

IE	BE	AE	ME	EE
Insufficient Evidence	Beginning Expectations	Approaching Expectations	Meeting Expectations	Exceeds Expectations
There is insufficient evidence to assign a grade at this time.	The student is beginning to demonstrate basic knowledge, skills, and/or understandings. The student has not met the grade-level expectations.	The student is demonstrating partial knowledge, skills, and/or understanding of concepts. The student is approaching grade-level expectations.	The student demonstrates the knowledge, skills, and understanding of concepts. The student has achieved the grade-level expectations.	The student consistently demonstrates significant proficiency regarding the knowledge, skills, and understanding of concepts. The student is able to connect, extend and/or formulate the grade-level expectations to more complex subject matter.

Middle School Program

Goal of Middle School

We develop curious and compassionate global citizens through meaningful and authentic challenges that provoke students to engage critically and creatively with future-ready skills and abilities to build a better world.

To achieve this goal, we will provide a pastoral program with emotional support and guidance, real-world examples and opportunities for exploration, trained staff to lead the program, and a high expectation of outcomes.

- Community Connections for Authentic Learning Opportunities
- Real-world experts and experiences
- Challenging curriculum delivered in an engaging manner
- Relevant application of Technology
- Dedicated staff and space

Learning Standards

Mathematics, language, science and history are based on the U.K. National Curriculum with an international context.

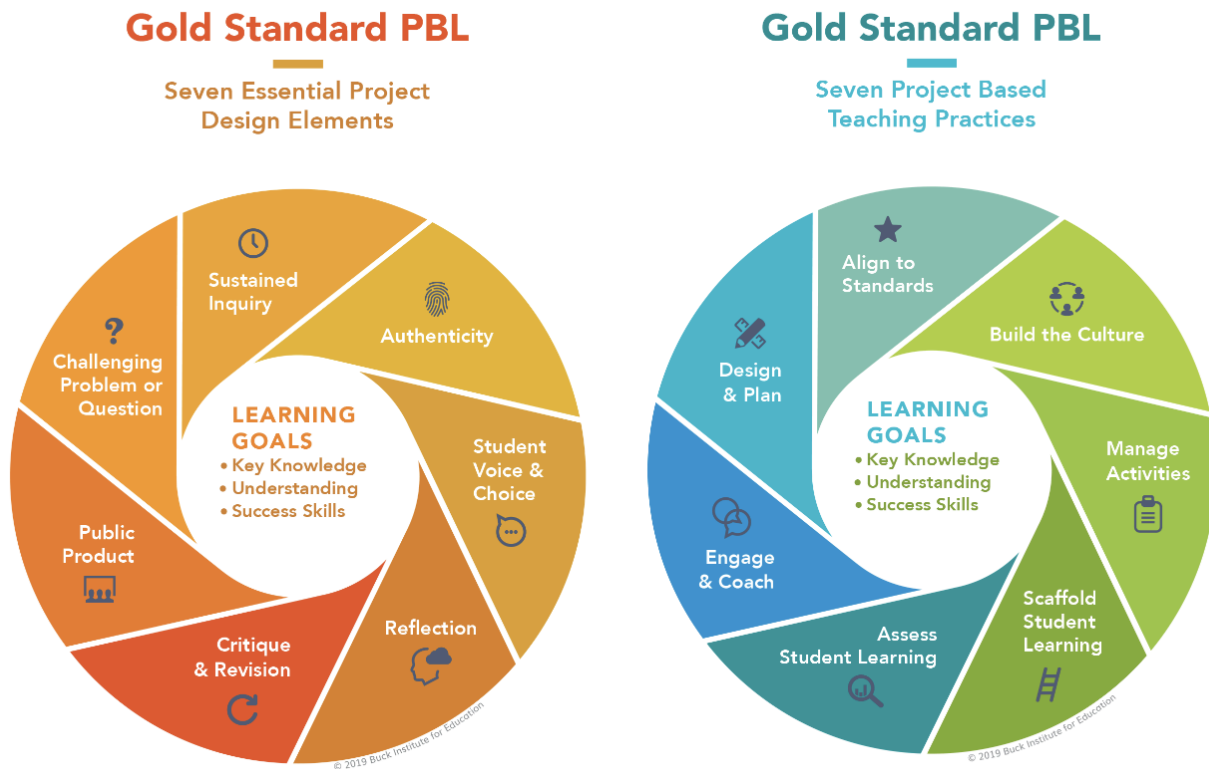
Core ideas:

1. A rigorous and challenging HS preparatory program
2. Development of leadership, service and learning skills
3. SEL
4. MS Advisory Group to HOS/monthly
5. Conceptual learning
6. Potential for empathy and equality and world-changing innovation
7. Through an immersive and experiential approach to learning

Project Based Learning

Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

As a result, students develop deep content knowledge, critical thinking, collaboration, creativity, and communication skills. Project-based Learning unleashes a contagious, creative energy among students and teachers.



Middle School Assessment Scales

1. Assessment In The Middle School - Standards

Progress Descriptor - Standards	Grade Equivalent	Percentage equivalent
Exceeding Standards (ES) - grade-level standards are fully achieved and applied with a high degree of effectiveness.	A	90 - 100
Meeting Standards (MS) - grade-level standards are achieved.	B	75 - 89.9
Approaching Standards (AS) - standard is partially achieved but not to mastery.	C	60 - 74.9
Limited Understanding (LU) - standard is not fully achieved.	D	50 - 59.9
Standard not Attained (SNA) - no achievement of the standard.	F	Less than 50
Insufficient Evidence (IE) - insufficient evidence to assign a grade.	No grade	No grade

The Middle School uses a standards-based grading and reporting model, a system by which students are graded based on their performance on a clear set of learning targets called *standards*. The UK National Curriculum determines our standards. All grades are determined by independent student performance without teacher assistance.

2. Assessment In The Middle School - Skills

Progress Descriptor - Skills	Grade Equivalent
Skill had been consistently demonstrated, achieved and applied with a high degree of understanding.	SA
Skill has generally been demonstrated and achieved.	SG
Skill has yet to be demonstrated or achieved.	SN

The Team

Our staff are recruited worldwide with the expectation of having experience in the craft, appropriate degrees and accreditation through their national supervising education body. Each staff member undergoes child Safeguarding training and a background check before entering the classroom.

CEO and Founder

Yuko Muir

Central Office Staff

General Manager
Human Resources Manager
Admissions Staff

Ryuichi Mitsugi
Rei Hattori
Seiko Kawamura

Yoyogi Campus, ASA, Summer School Coordinator
Operations Staff
Student Services
Operations Staff

Shoko Fujita
Mariko Nashimoto
Jade Butterworth
Aco Nohata

Academic Staff

Kevin Haggith	Head of School	Lisa Chien	G6
Janette Haggith	Principal	Gavin McLennan	G7/8
Mike Mural	PYPC/Librarian/Tech	Casey Stillwagon	PE
Kelly Heinzl	KA	Sam Prescott	Music
Austin Rector	1A	Sara Ismaeel	Art and Design
Vanessa Comia	1B	Minoli Hanabuchi	Japanese (<i>Kokugo</i>)
Jade Morris	1C	Laurel Yamashita	Japanese (<i>JAL</i>)
Duncan Harris	2A	Katrina Hosoda	EAL
Yat Hei Jesse Choy	2B	Jade Butterworth	EAL/Student Services
Robert Pearson	3A	Tamara Kerswell	Teaching Assistant
Taylor Healy	3B		
Mary Gillespie	4A		
Sarah Scholle	4B		
Daniel McGough	G5		

Support Staff

Ayako Sugino	Bus monitor
Kazumi Yokoyama	Bus monitor
Kim Stahl	Bus monitor
Yoko Honma	Bus monitor
Rabian Matsubara	Bus monitor

Facilities

Tomigaya Campus: (Grade 3 to Grade 5) 1-9-19 Tomigaya, Shibuya-ku, Tokyo 151-0063
Yoyogi Campus: (Kindergarten to Grade 2): 5-67-5 Yoyogi, Shibuya-ku, Tokyo 151-0053
MS Campus (Grade 6-8) 1-9-22 Tomigaya, Shibuya-ku, Tokyo 151-0063

Unless agreed otherwise with Central Office staff, please send packages to Yoyogi campus.

Tel: (03)5478-6714 Fax: (03)5478-6713
Email: info@yoyogiinternationalschool.com
Website: <http://www.yoyogiinternationalschool.com>

School Office Hours 08:00 to 17:00
Class Hours 08:30 - 15:30

The school is closed on weekends, some Japanese national holidays, and designated school holidays.
See the full calendar on the school website [here](#).

Absences

If your child is going to be absent from school, please call 03 (5478) 6714 or e-mail schooloffice@yoyogiinternationalschool.com for all students at the latest by 09:00.

Arrival at school

08:15 The doors to the school open.

Students are asked to arrive at that time and will not be permitted to enter sooner.

08:30 Students are expected to be in their classrooms and ready to begin learning.

Parents are asked to refrain from following the children into the school building.

Students may enter through the main door of the Yoyogi building and by the back door of the Tomigaya building. The Middle School students are received at the back of the Tomigaya building.

Late Arrivals

Students are considered late if they are not in their classrooms by 08:45. Students arriving late are asked to report to office staff before going to their classrooms. This allows us to know who is/is not at school. When a student arrives late, the other students are distracted and sometimes need help to refocus on class, so please ensure your child arrives on time. Late students need to report to the main office of the building they are in.

Parking/Stopping at School

To ensure safe and fair use of the public roads around the school, your cooperation is essential for keeping our community safe and maintaining positive relationships with the police and our neighbours. Please note:

- Parking/stopping is not prohibited in front of either campus at any time.
- All cars need to use metered parking along Yoyogi Park Road.
- Stay away from the road directly behind the Tomigaya building, as this is a private road and it is one-way only with no easy/legal way to turn around.

Your cooperation is essential for keeping our Community safe and maintaining positive relationships with the police and our neighbours.

Dismissal from School

Regular classes all end at 15:30.

After-School Clubs end at 16:45.

Independent travellers will be released independently to travel home or to their After-School club. Please see the Independent Traveler section below. Buses will depart from the front door at the Yoyogi building under the supervision of our bus monitors.

Students may be picked up from the front entrance at both campuses. Students being picked up will only be released to their parents/guardians or a person designated on the Student Release form. Please see below for additional information about the Student Release form.

Late pick-ups

If your child is not picked up on time, your child will be taken to the School Office and they will contact you. Your child will remain in the School Office until they are picked up.

While we understand that late pickups cannot be avoided, we do not have the resources to regularly care for children who are not picked up on time. There will be a charge of ¥500 for every 15 minutes that children are late being picked up.

Student Release Form

You will be asked to complete a Student Release Form letting the School Office know who can pick up your child. Students will not be released to anyone whose name is not on that form. If your child will be picked up by someone not listed on the form, please notify the School Office by 12:00 via email and attach a photo of the person picking up with their name. Calling the office will not suffice. For the child's safety, when the designated person comes to pick up your child, they will be asked to show ID. We are unable to release students to someone not indicated on the form by parents.

Independent Travelers

Students in Grade 1 and up who can manage their travel may go home alone or travel between campuses only if their parent/guardian has completed an Independent Travel Form and submitted it to the School Office.

Bicycles

There is no bicycle parking at the Tomigaya Campus. Bikes may be parked in the bike parking area of the Yoyogi Campus or in designated bike parking areas. The school is not responsible for any strollers, bicycles and scooters parked on the premises and/or the grounds. Leaving such vehicles at school is at your own risk.

Student phones

While we understand that students may need phones to stay connected with home and for safety reasons, please note that phones may not be used at school between 08:30 and 15:30. Students must keep their phones in their bags unless directed to do otherwise by staff. Parents are asked not to call students during school hours. If you need to contact your child, please call at 03 (5478) 6714 or e-mail schooloffice@yoyogiinternationalschool.com

Responsibilities (Parental/ School)

The school assumes full responsibility for students' safety from when children enter the school, board the bus and when school is open until they are picked up or left for home. Parents have full responsibility for their children's safety outside of those times.

School Bus Service

The school offers bus service to and from school. If you are interested in using this service, please inform the Operations Office at operations@yoyogiinternationalschool.com. Unfortunately, the bus has limited space.

School Uniform and PE wear

Kindergarten students and above are required to wear a school uniform.

Our Yoyogi uniform is:

- YIS blue or pink Polo
- YIS PE shirts and shorts/sweatpants
- YIS Cardigans, V-neck sweaters and hoodies

The Yoyogi school uniform consists of polo shirts in the classroom and the Yoyogi PE kit (t-shirt and shorts) for PE lessons. Students must wear dark blue trousers, shorts or skirts and shoes. Yoyogi sweaters, cardigans, hoodies, sweatshirts and sweatpants are also available for the students to purchase. Non-uniform equivalents are not allowed. Students may wear winter clothes on their school uniforms during the colder months.

The school provides each child with an outdoor hat. Parents must pay for lost or damaged items (¥700 each). All items of school uniforms can be ordered online: <https://www.yoyogiinternationalschool.com/school-life/school-uniform>

Library Books & Take-home Readers

Students who have yet to return their books from the previous week will be allowed to check out/receive a new book, but that new one must be kept at school until the previous one is returned. Lost books will be charged to the parents at the replacement value of the book.

Student Belongings

Please label your child's belongings, especially lunch bags, water bottles, utensils and school uniforms. Lost items not claimed will be made available to the community at a later date through used uniform sales.

Toys

Please keep personal toys at home unless it is upon request by the teacher, for example, for "Show and Tell" in the classrooms.

School Finance

Tuition Late Payment

If a student's tuition fee is not settled before the first day of the term or their first day of school, they may not start school until the payment is made. If tuition has not been paid after four weeks from the start of the student's first day of term, and/or no correspondence has been received from the family, then the school has the right to cancel the student's place, and the family must withdraw their child from the school.

The student can start school immediately if the tuition payment is made during the first four weeks of the term.

Tuition Late Fee Interest

Families have a 1-week grace period to pay their tuition fee (Please refer to Tuition Payment Agreement). Failure to pay tuition fees will result in a Late Fee. The Late Fee is calculated at 5% per annum commencing on the 8th day after the applicable Tuition Due Date and continuing until the outstanding tuition payment is cleared.

Tuition Refund Policy

Description

- 1. Application Fee** - is an initial commitment to cover the application process and show parent's intent to a seat.
- 2. Registration Fee** - confirms enrollment and financial commitment to school
- 3. Deposit Fee** - is an initial fee towards a tuition-based commitment for the next term. This is only for returning students.
- 4. Campus Development and Maintenance Fee** - these fees are charged only once upon acceptance into the school and are directed towards facilities maintenance and the costs associated with maintaining our school infrastructure.
- 5. Educational Development Fee** - This fee is dedicated towards program resources, licences and accreditation processes with IBO, CIS and other professional bodies.
- 6. Tuition Fee** - This covers the cost of staffing and general education supplies and is the school's main operating resource. Enrollment is only considered final once the tuition fee for the incoming term is paid.

Please refer to the Refund Policy sent with your payment invoice each semester.

- 1) Suppose the school closes due to weather, transportation strikes, fire, any pandemic/infectious diseases and/or significant natural disasters. In that case, there will be no refund of tuition/fees, irrespective of the closure length.
- 2) There will be no refund for all tuition/fees (Annual/Term Tuition) absences.
- 3) In all cases, prior written notice is required. Additionally, if a refund is requested due to a job transfer, a letter from the organisation stating the transfer order and the date of departure is also required.

Student Day

Snacks and Lunch

When preparing packed lunches or snacks for school, please choose healthy items for your children. Please note that we do not allow sodas, carbonated drinks, energy drinks, konnyaku jelly, gum, "mochi" rice cakes, or sugary sweets. For younger students, choking hazards such as whole grapes and cherry tomatoes should be cut into smaller pieces. Drinking water is available at school throughout the day for all students. It is recommended that students bring their own non-breakable water bottles.

Kiwi Kitchen

Lunch can be ordered from the [Kiwi Kitchen](#) website. Once the account is set up with Kiwi Kitchen, lunch orders can be placed through the website, which needs to be completed by Thursday of the week before.

Forgotten Lunch

If your child does not have lunch, we will contact you and ask for a lunch to be sent to school. Please note that the school is not able to purchase lunches for students.

Birthdays

Birthday presents should not be exchanged during school hours to avoid hurt feelings. Food is not to be shared due to food allergies and possible health concerns. Please take care of birthday celebrations outside of the classroom. Please do not distribute party invitations unless you invite all the students in the class.

Cultural/Religious Celebrations

Yoyogi International School is a non-sectarian school; however, we value the diversity of our community and welcome the opportunity to learn about different cultures and recognize important community events through celebrations, units of study, and community awareness activities.

Friends of Yoyogi (PTA)

The Yoyogi International School Parent Teacher Association's mission is "To promote, build and expand parents' commitment to the community of Yoyogi International School, while enriching our students' educational journey and experience at school." The PTA is run by a group of parents joining the "PTA Leadership Committee".

The PTA's main role is to raise funds through events to provide a more fulfilling and enriching environment for our children and teachers and to provide donations to our designated charity organisations. Also, the PTA keeps communication channels open between school and parents.

PTA Leadership Committee meetings are held once every month. Meetings may be held at the school, remotely or off campus, subject to the restrictions applicable at the time. The PTA can be reached at parents@yoyogiinternationalschool.com.

Room Parents

Parents may volunteer to be the contact person for the classroom to support the teacher with events, trips and other classroom activities.

After-School Activities (ASA)

The School offers an extensive choice of after-school Clubs for students. Parents will receive a list of the Clubs on offer and instructions for signing up on Engage.

The After School Activities (ASA) aims to offer our students another opportunity to develop skills, have fun and grow in a safe and supportive environment. We encourage our students to participate as an extension of the learning day with a focus on an area of interest for them. Students should participate in the selection of the activity with some parental guidance. We try hard as a staff to present activities in a format that is different from their school day and encourages skills development.

Letters of Recommendation for Leaving Students

When students leave the school to attend another school, the incoming school may require a letter of recommendation. We are happy to support your transition to a new school home.

Letters

- YIS does not provide open letters of recommendation for our students. The letter is confidential and is only shared with the appropriate party in the receiving school. We do provide confidential letters of recommendation, so please inform the school you are applying to send their request to the teacher directly.
- Under no conditions will staff provide intimate details of behavioural issues or diagnoses to another school or organisation unless directed by the parent.
- The staff member with the most recent student contact will be asked to write the evaluation unless the contact time is less than one month.
- YIS provides a certificate of attendance, which can be requested by email from the YIS office.

Approaches To Learning

Progress Reports

Parents will receive progress reports for their children every term (three times a year). The progress reports aim to give the parent a snapshot of where your student is at according to the expected achievements at that time of the school year. Assessment is a continuous and ongoing process for the student and teacher.

Parents ask for a student's academic performance update at any time during the school year by emailing the teacher or setting up a casual conversation.

Learning Conferences:

- **Student-Parent-Teacher Conferences**, and
- **Student-Led Conferences**

Conferences are held twice a year as noted on the school calendar. The conferences, in order, are the following: Parent-Teacher- Student Conference (November), and Student-Led Conference (March).

These conferences should be attended by both the student and their parent(s) or guardian(s). Should you have any concerns or questions, please make an appointment to talk to the teachers anytime.

Tutoring for School Families

Tutoring students and/or working for our school families have a high potential for conflict of interest and potential for liability on the part of the school. As a general rule, such work is not permitted.

Toddle

The School has been using Toddle as their digital learning environment since the start of the 2021-22 academic year and aims to keep parents informed and connected to what is happening in our classrooms. Families must ensure they have access to Toddle and are asked to monitor messages sent through Toddle regularly. YIS does not take responsibility for misunderstandings related to not accessing Toddle and its digital learning network.

Access Toddle through the Toddle Family app on your computer, phone, or any other device, and it will provide you with a direct window into their child's learning progress, including recent activities, a portfolio of their work and progress reports.

Home Learning (Homework)

At Yoyogi International School, home learning plays a crucial role in reinforcing and extending the learning experiences within the classroom. Our Home Learning Policy supports students' academic growth, fosters responsibility, and encourages lifelong learning.

Guiding Principles:

- **Quality over Quantity:** Home learning should be purposeful, engaging, and focused on depth of understanding rather than quantity of tasks.
- **Age-Appropriate Expectations:** The amount and complexity of home learning will be adjusted according to grade levels, ensuring developmentally appropriate challenges.
- **Meaningful Extension:** Home learning should build upon and extend the concepts and skills covered in the classroom, encouraging students to explore and apply their learning.
- **Autonomy and Responsibility:** Students should take ownership of their home learning, while parents provide necessary support and guidance.
- **Balance and Well-being:** Home learning should not overload students, allowing them time for extracurricular activities, family, and relaxation. Parents have the ability to end a homework task when it does not seem beneficial to the student or home situation.

Home Learning Guidelines

Time Allocation: Home learning will be assigned based on a guideline of 10 minutes per grade level, per day. For instance, Grade 1 students will have approximately 10 minutes of home learning, Grade 2 students will have 20 minutes, and so on.

Frequency: Home learning will be assigned on a regular basis, with consideration for the learning objectives and the curriculum. It may vary from daily to a few times per week, depending on grade level and subjects.

Content: Home learning tasks will be relevant, meaningful, and aligned with the classroom curriculum. It may involve practising skills, reading, reflection, and small research tasks.

Extension Activities: Home learning will include opportunities for meaningful extensions of the day's learning, encouraging students to explore topics in greater depth or apply concepts in real-world contexts.

Communication: Clear instructions for home learning tasks will be provided to students, and parents will be informed of the tasks and objectives through regular communication channels.

Feedback: Teachers will review and provide constructive feedback to the student on relevant home learning tasks, reinforcing positive effort and growth.

Assessment and Reporting

Home learning is an important part of the learning process and will be taken into consideration when assessing students' progress. It will contribute to the holistic view of each student's development and in-class performance, assessments, and other indicators. Regular reporting and conferences will inform parents of their child's progress.

Conclusion

Our Home Learning Policy at Yoyogi International School aims to create a balanced and meaningful home learning experience that complements the PYP curriculum. We value the partnership between educators, students, and parents in fostering a love for learning, curiosity, and independence. Adhering to these guidelines ensures that home learning is a positive and enriching component of our students' educational journey.

Discipline and Behavior

At Yoyogi International School, the primary approach to discipline is to focus on positive reinforcement. The disciplinary policy and procedures below will allow the school to provide a safe and healthy, high-standard learning environment for all students. Student incidents are always seen as a learning opportunity.

Restorative Process

Restorative approaches offer a different way to deal with problems and can be very effective in helping students learn from mistakes and heal the damage these mistakes have caused. The restorative approach may take many forms depending on the seriousness and complexity of the situation. At its simplest, it can be a reflective conversation guided by three simple questions: What did I do? What harm was caused? and How can I put it right? In complex cases, restorative approaches can take the form of a full restorative conference, perhaps over several days (or as a part of a suspension), attended by combinations of students, teachers and parents, resulting in a binding, restorative agreement.

Students may be invited to choose a 'disciplinary' process instead of a 'restorative' process. At YIS, the restorative process is preferred over the disciplinary until the student involved ceases to proceed along the restorative process in good faith.

Types of discipline

Level 1 Low level, minor, or infrequent behaviors that interrupt teaching and learning

Examples behaviours:

- Unprepared for class (e.g. missing homework or materials)
- Failure to follow teacher instructions
- Insensitive behaviour which inconveniences others

Example consequences:

- A warning conversation
- Required to fix the problem as a priority (perhaps in your own free time at lunch or recess)
- Asked to speak to those affected by the behaviour and effectively resolve any issues necessary

People involved: homeroom teacher, parents (informed or involved)

Level 2 Medium level behaviours that disrupt teaching and learning and disturb or possibly hurt others

Examples behaviours:

- Repeated or unresolved level one behaviours (despite warnings/consequences)
- Unsafe or dangerous behaviour/play, including on the bus
- Disrespectful or insensitive words or actions which upset others
- Careless damage to equipment

Example consequences. Same as Level 1 plus:

- Loss of privilege (missing recess or bus riding)
- Required to phone parents
- Formal behaviour contract

People involved: homeroom teacher, parents, and Head of School will often be involved.

Level 3 Severe behaviours that disrupt teaching and learning and/or hurt/harm others

Examples behaviours:

- Repeated or unresolved level two behaviours (despite warnings/consequences)
- Violence
- Wilful damage to property (vandalism)
- Dangerous actions on the bus that jeopardise the safety of others.
- Bullying

Example consequences. Same as Level 2 plus:

- Denial of bus privileges
- Suspension (internal for up to 5 days)
- Expulsion (asked to withdraw from Yoyogi)

People involved: homeroom teacher, parents, Principal, Head of School

Bullying

Yoyogi takes bullying seriously. While YIS is an inclusive learning community where we intend for all students to have the chance to learn from their mistakes, the right of all students to experience a safe and respectful learning community is paramount. For that reason, bullies and the parents of bullies need to be aware that YIS retains the right to ask students who bully to leave YIS.

YIS definition of bullying

- Anything which is said or done to hurt another person (*or where it is reasonable for the offender to have known that this would cause hurt*).
- Bullying involves an unfair use of power (*knowledge, group; physical, authority*).
- Bullying behaviours are repeated over time.

This definition is adapted from the UK organisation 'Kidscape' which is based on the work of the Norwegian Expert in Bullying Prevention, Dan Olweus.

Unacceptable behaviours that do not meet all three criteria are still essential and must be resolved. However, bullying is a special type of behaviour needing a specific type of response. To label a behaviour as 'bullying' when it is not, can be counterproductive to a sustained and effective resolution of the problem.

Types of bullying

There are four key ways that bullying happens. These can happen separately or at the same time:

1. Physical Bullying
2. Emotional Bullying
3. Emotional Cyber Bullying
4. Sexual Bullying

The YIS 'no by-stander policy'

Watching someone being bullied is not acceptable or encouraged. Students have the responsibility to take action to help. Bullying typically stops quickly when others speak up for the victim.

However, you may feel uncomfortable, afraid, or unsure about what to do. You are not expected to put yourself in danger to help - there are plenty of ways to do this safely. Here are some possible responses that will avoid you from being a 'bystander':

- Walk away -by yourself or with a friend- and find the closest adult.
 - Even if you stand quietly by, the bully will see that as a sign of encouragement or support. Walk away and find help from an adult. Later, tell the victim what you have done to know they have your support.
- Walk away together with the victim - be a friend to the victim.
 - Find an easy way to leave the area with the victim and then seek help together. By simply saying, for example, something like "come on, let's go and have lunch" you will give the victim a way out that lets the bully know that the victim is not alone. You can then seek help from an adult to help stop the bullying.
- Speak up on behalf of the victim
 - If it feels safe to do so, a simple statement to 'stop' or 'calm down' lets the bully know the victim has support. If needed you can then walk away and find help.
- Remember: Do what is safe, but do something!
 - A simple statement like, "Cool it. This isn't going to solve anything" let's the bully know the victim has support. Walk away and find the closest adult.

Parents, students and staff work together to ensure that this definition of bullying is understood and applied consistently.

Please talk to your child's homeroom teacher immediately if you suspect your child is involved in the above mentioned situation. If parents have spoken with their child's homeroom teacher, and the situation has not been resolved to the point that they feel their child is safe from harm, contact should be made to the Associate Principal. More severe cases, or cases that have not been able to be resolved, may be referred to the Head of School.

The School's response to reports of bullying

Once YIS staff are made aware of bullying, it will be dealt with seriously. The steps will include:

1. Ensure that the alleged behaviours meet the YIS definition of bullying, and if not, make a plan to deal with the problem in another way.
2. Collect information from involved parties to understand the nature of the situation better
3. Embark upon a restorative process or, at the discretion of the Head of School, a disciplinary process.

Child Safeguarding Safeguarding (Child Protection Against Abuse) Policy

The full Yoyogi International School approach to Child Safeguarding is found in the Safeguarding Policy, which is shared with the school community through the school website and directly distributed to stakeholders. The School Safeguarding Committee conducts an annual review of the policy during the first month of school and the PTA during the school year.

Rationale

Yoyogi International School recognizes its responsibility for child protection. As stated in our School Mission, "We provide a safe, nurturing and caring environment..." The following guidelines, which are supported by other guidelines in the Staff Handbook, including the Internet Safety Guidelines and Excursion Guidelines, ensure that we take the safety and security of our students and staff extremely seriously

Child Safety Team

The Child Safety Team at Yoyogi International School plays a pivotal role in upholding our commitment to child protection. Comprised of dedicated professionals, their roles include:

Designated Safeguarding Lead (DSL): Kevin Haggith

The DSL is responsible for coordinating and overseeing all child protection efforts, including initial reports and investigations.

Safeguarding Officer: Janette Haggith (Yoyogi Campus)

Safeguarding Officer: Duncan Harris (Yoyogi Campus)

Safeguarding Officer: Lisa Chien (MS Campus)

Safeguarding Officer: Sarah Scholle (Tomigaya Campus)

The Child Safety Team follows established protocols to ensure the safety and well-being of our students, working collaboratively with staff, parents, and external agencies to address concerns and reports of child abuse or neglect.

Practice

It is important to ensure children feel safe and secure at school and know they can talk to their teachers about any concerns they have and they will be listened to without judgement.

We do our utmost to safeguard all the students and staff of Yoyogi International School by:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers working with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Establishing a safe environment in which children can learn and develop.

This policy defines the different forms of child abuse and other terminology to ensure all staff members know what constitutes child abuse and the signs of possible abuse. We will use this shared understanding to identify students who may need help or protection.

Recruitment

Yoyogi International School takes great care when recruiting to ensure our students and staff's safety and protection. The recruitment of all new staff members follows a thorough process involving a face-to-face interview (if possible), the school contacting at least two confidential referees (school will not accept open references or testimonials), a thorough check of all qualifications and teaching certificates, and the candidate obtaining a police background check; or for countries where background checks aren't possible, completion of the school's self-disclosure form. The interview process involves the Head of School and sometimes the Chair of the Board of Advisors. School interview questions will ensure we understand the candidate's values and beliefs related to children, as we must ensure they have suitable qualifications, experience and character. All candidates are asked to bring original documents which confirm their identity, qualifications, and right to work.

All staff members are given a Staff Handbook including this policy, and the school requires them to read through and understand the school's policies, procedures and expectations.

Student and Staff Behavior

We will always aim to maintain a safe and calm environment by expecting good behaviour from all students per our behaviour expectations.

Staff must be aware that any physical response to a student's poor behaviour could lead to a child protection concern being raised by the child or parent. Note:

- No staff member will use force when dealing with a student's breach of our behaviour policy unless the potential consequences of not physically intervening are sufficiently serious to justify such action (e.g. grabbing someone and moving them away from a falling object).
- We will record any occasion when physical intervention has been necessary.
- We will notify parents of any such incident.

Definitions

Safeguarding

Protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

Abuse is defined as a stronger/more powerful individual engaging in a pattern of behaviour in order to make personal gain at the expense of a weaker/less powerful person. Abuse may be physical, emotional or sexual. Neglect is also a specific type of abuse.

Emotional Abuse is the routine and harmful shaming, demeaning, belittling, ostracising or otherwise harming of a child's sense of self-worth and self esteem.

Physical Abuse is the routine anger-motivated and unpredictable causing of physical harm or injury to students (hitting, scratching, cutting, punching, etc.), causing the child to fear the abuser.

Sexual Abuse is the exploitation of a student for sexual purposes. It may or may not involve physical

contact and can include sexual imagery or language and the exposure of an YIS student to any manner of sexual contexts.

Neglect is a specific type of abuse defined as the failure of a responsible adult to provide adequate care to a child. Care can include food, clothing, shelter and supervision, emotional or medical care.

YIS Safeguarding Code

YIS staff, sub-contracted employees and any other adult working with YIS students (including volunteers) must adhere to the YIS Safeguarding Code. The code provides guideposts for adults to support healthy relationships and the development of student independence. All adults working with students at YIS must adhere to the safeguarding code as a condition of continued employment (or other relationship) with YIS.

Prevention and Training

YIS shall ensure adequate preventative measures are taken to prevent abuse on campus and the failure to identify and report on abuse and neglect off campus.

These steps shall include:

- Student education: the curriculum and pastoral program shall support students in developing healthy independence and teach them how to respond when facing behaviours which are (or which may lead to) unhealthy relationships. Students will receive training in the YIS Safeguarding Code to help them understand the role that 'roles', 'boundaries', 'power' and 'accountability' have to play in their safety, and the safety of their peers.
- Staff education: all new staff shall receive training in the YIS Safeguarding Code. All returning staff shall receive annual refresher courses in the YIS Safeguarding code.
- Safe Recruitment and Screening: The priority YIS places on child protection shall be made explicit throughout the advertising and interview process by stressing the high threshold of child safety at YIS. Candidates shall be questioned on their understanding of safeguarding issues (role, boundary, power, accountability) in interview. Telephone references shall be taken on all new hires and safeguarding questions shall be asked explicitly.

Discovery of child abuse or neglect

All adults at YIS are asked to remain alert for the signs of abuse and neglect. There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not prove that abuse or neglect has occurred. However, the repeated occurrence of an indicator, or the occurrence of several indicators together, should alert teachers to the possibility of a legitimate concern, in which case the adults are mandated to report her/his observations to the Designated Safeguarding Lead.

Reporting and Action

At YIS internal reporting of suspected abuse to the DSL is mandatory.

Health and Safety

Student Illness

Please keep your child at home if he/she displays any of the following symptoms:

- Sore throat, vomiting, temperature over 37.5°C (99.5°F) or diarrhoea;
- Any signs of contagious diseases such as chicken pox, measles, mumps, etc.

Please also note that children should be kept at home for at least 48 hours after starting any antibiotic treatment and are free of fever. Everyone's cooperation is needed to ensure the health

and safety of all the students at school. If a child displays a sore throat, vomiting, temperature over 37.5°C (99.5°F) or diarrhoea at school, they will be sent home.

If a student is sent home with a sore throat, vomiting, temperature over 37.5°C (99.5°F) or diarrhoea, they must remain at home the following day.

COVID-19

According to Japanese authorities, we will treat COVID like any other infectious disease. Students with COVID should remain at home until they are symptom-free and not contagious.

Medical interventions

We will try very hard to prevent your child from being injured. In the event of an injury, here are our planned procedures:

Minor injury or illness

This may include bumps, nosebleeds, vomiting, and cuts/scrapes that can be treated with a band-aid.

Procedures:

1. First Aid treatment by school staff;
2. Contact the parents of any incidents of nosebleeds, vomiting and any excessive discharge of blood from a wound.

Minor injuries or illnesses that may need medical diagnosis or treatment

This may include fever above 37.5°C (99.5°F), signs of childhood contagious diseases such as chicken pox, cuts requiring stitches, severe diarrhoea, etc.

Procedures:

1. First Aid treatment by school staff;
2. Contact the parents immediately and ask for instructions and/or student's pick-up;
3. If parents cannot be reached, the designated nominee will be contacted for instructions and/or student pick-up;
4. The school will no longer administer Tylenol/Paracetamol for any child.
5. Any medication that requires staff assistance must be arranged with the teacher and approved by the school before it occurs.

Emergencies requiring calling an ambulance

Procedures:

1. First Aid treatment by school staff; simultaneously, an ambulance will be called;
2. Contact the parents immediately and ask for instructions and/or student pick-up;
3. If parents cannot be reached, the designated nominee will be contacted for instructions and/or student pick-up;
4. A member of staff will accompany the student in the ambulance. If you have a specific hospital due to your child's pre-existing conditions, please fill in the Hospital Request Form available in the School Office. The school will request an ambulance to take the student to the designated hospital; however, there is no guarantee that the hospital will accommodate your request.

Dental avulsion of teeth (knocked-out tooth)

Procedures:

1. First Aid treatment by school staff;
2. The tooth will be placed in a saline solution;
3. Contact the parents immediately and ask for instructions and/or student pick-up;
4. If parents cannot be reached, the designated nominee will be contacted for instructions and/or student pick-up;
5. The school follows guidelines set by the International Association of Dental Traumatology not to re-implant primary/milk teeth. Accordingly, the school will not deem such situations necessary to call for an ambulance. If you have different opinions regarding reimplanting avulsed primary teeth, please notify the School Office.

Head Lice Policy

If a child was found to have head lice, parents would be called, and the child sent home. All the children in the same class will then be checked for lice. Any children with head lice will also be sent home. Classroom soft toys, dress-up clothes/blankets/hats and all classroom carpets will be thoroughly cleaned before being used again. For the week after the first lice were discovered, parents are asked to check all children's hair and confirm they are lice-free as YIS only allows children into the class if they are clear of lice.

Allergies

Please notify the school via the *Allergy Form* if your child has allergies.

EpiPen/Inhalers

If your child has severe allergies, please bring in two EpiPen/inhalers to school, one to be kept at the office, the other to be kept in the classroom.

Medicine:

The school will not administer medication to students, except the EpiPen and Tylenol/Paracetamol as per the signed Tylenol/Paracetamol Form.

Menstruation:

At the Tomigaya Campus, all classes have emergency feminine supplies should any students need them. If your child is feeling unwell due to menstruation or may need any guidance, please contact the student's teacher or any teacher they are comfortable with..

Toilet Training:

All enrolled students must be toilet trained.

Absence of Parents:

If both parents are out of the country and leave their child(ren) with relatives or nannies. In that case, families must notify the school and sign the *Notification of Parents' Absence from Tokyo* Form and submit it to the School Office before your departure.

Insurance:

Every student is covered by liability insurance and accident insurance.

1. Liability insurance – This insurance covers accidents liable to the school
 - a. Personal compensation insurance up to JPY 100,000,000;
 - b. Property damage insurance up to JPY 100,000,000;
 - c. Loss of life and physical impediment up to JPY100,000,000.
2. Accident insurance covers any accidents occurring during the period when the child is under school supervision.
 - a. JPY3,000 per one hospital visit for personal accident up to 90 days;
 - b. JPY5,000 per day for hospitalisation due to the injury up to 180 days;
 - c. JPY 25,000 for surgery due to injury (JPY 50,000 for surgery during hospitalisation).

Detailed information for the accident insurance is available at the School Office.

Emergencies and School Closures

School Closure

Should the school need to close due to inclement weather, transportation strikes, or any other emergencies, the school will contact all families via Toddle by 07:00. The school will follow the Government and Tokyo Metropolitan Government instructions/recommendations when determining whether or not to close.

Earthquake/Fire Drills

Earthquake/Fire Drills for all students are held regularly throughout the school year. In an earthquake or fire, the students will be evacuated to Yoyogi Park, directly across from the Yoyogi Campus. Parents

will be contacted immediately regarding next steps and if necessary, pick up instructions. The school stores emergency food, weather and medical supplies. Staff are trained in basic first aid and Earthquake emergencies.

Major Disasters

In a major disaster like a large-scale earthquake, reaching the school by phone may be challenging as phone lines may not operate normally. In this event, the school offers two options:

- The school will post regular updates to the **Disaster Emergency Message Dial Center (171)**. Parents can call 171, option 2 from any mobile phone or landline. When prompted, enter the School's ID number 0354786714 to receive the latest updates. Prompts are in Japanese only. Messages cannot be left at this number. [Check here](#) for further instructions.
- The school will establish an open Zoom session. The login information for this Zoom session will be sent to all parents by email, text and/or Toddle announcement. Parents can access the Zoom session to get live updates.

Lockdown Drills

Lockdown Drills for all students are held regularly throughout the school year. A lockdown is necessary if an intruder tries to enter offices/schools in an attempt to harm people who are inside. During the Lockdown Drill, the teachers and students lock the classroom and corridor doors and hide silently in their classrooms. When we have a Lockdown Drill, so as not to scare the students, the teachers will explain to the class in advance that we do this in case an animal/stranger comes into the classroom. For the youngest students, the teachers will present drills as role-play games to minimise any student anxiety. During the lockdown, no person will be admitted into the building - including parents.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

As a school we will endeavour to understand, teach and protect all children in our direct care and those we can support in the global community. We will introduce the charter to our students and community and seek to better understand our roles as a school and our responsibilities.

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.





1
DEFINITION OF A CHILD
A child is any person under the age of 18.



2
NO DISCRIMINATION
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



3
BEST INTERESTS OF THE CHILD
When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



4
MAKING RIGHTS REAL
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



5
FAMILY GUIDANCE AS CHILDREN DEVELOP
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



6
LIFE, SURVIVAL AND DEVELOPMENT
Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



7
NAME AND NATIONALITY
Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



8
IDENTITY
Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



9
KEEPING FAMILIES TOGETHER
Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



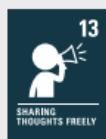
10
CONTACT WITH PARENTS ACROSS COUNTRIES
If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



11
PROTECTION FROM KIDNAPPING
Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



12
RESPECT FOR CHILDREN'S VIEWS
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



13
SHARING THOUGHTS FREELY
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



14
FREEDOM OF THOUGHT AND RELIGION
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



15
SETTING UP OR JOINING GROUPS
Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



16
PROTECTION OF PRIVACY
Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



17
ACCESS TO INFORMATION
Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



18
RESPONSIBILITY OF PARENTS
Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



19
PROTECTION FROM VIOLENCE
Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



20
CHILDREN WITHOUT FAMILIES
Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



21
CHILDREN WHO ARE ADOPTED
When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.