



THE JUNIOR AND SENIOR SCHOOL

The Junior School (Pre-Primary) - INTERNAL REGULATIONS 2023 - 2024

Educating since 1944

THE JUNIOR SCHOOL	THE SENIOR SCHOOL
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1. Introduction: School Mission and Aims

The Junior and Senior School (TJSS) aims to provide for its pupils an excellent, innovative, creative, and all-rounded education that enables them to realise their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.

TJSS offers top-class facilities in two sites, the Junior School site for Early Years and Primary Education (which are different type schools) and the Senior School site for Secondary Education (which is a similar type school), operating in beautiful grounds with modern, state of the art facilities fit for 21st century learning, including well-equipped classrooms, sports grounds and recreational areas as well as, at the Senior School site, science laboratories, drama and music studios and a swimming pool.

TJSS is an all through school that follows the National Curriculum for England with a continuum of education from Early Years through to the Sixth Form for children aged 2-19. The Principal has an oversight of both sites, while the Junior School Head Teacher is responsible for Early Years and Primary Education. Over 800 children attend the long-established Junior School and 600 the rapidly expanding Senior School. The medium of communication is the English Language and therefore all our students irrespectively of their home languages develop an excellent knowledge of English. While TJSS Nursery and Kindergarten is of a different type to that of the Public Schools in Cyprus, it is fully licensed and is operating under the regulations of the Ministry of Education, Culture, Sport, and Youth.

Educating international and Cypriot children since 1944, the school is highly accredited by the Independent Schools Inspectorate. Regular inspections are scheduled and members of staff, the management of the school, as well as its governors undergo regular training to ensure clarity of strategy and goals and efficient monitoring and addressing of current and future educational needs. Inspected in October 2016 by an International Independent Schools Inspectorate (ISI) the school achieved high levels of praise for its work and a recent inspection at the end of 2019 also saw the school being found compliant and successful in all areas judged.



2. Start of school Year and Pupil Enrolment

The school year for pupils begins on Thursday 7th September 2023 and ends on Friday 21st June 2024.

TJSS follows an admissions policy published in the school's website and updated annually. For the pre-primary an evaluation process and interviews of prospective pupils take place each November of the previous school year, as well as throughout the year depending on availability. Pupil Enrolment can thus occur at any point within the school year.

Application Process

The stages of our application process are as follows:

- Online application form completed by the parents and submitted to the school
- Application processed by the admissions team
- Assessment Process begins with consideration of:
 - School report from the candidate's current school
 - Character Reference from the candidate's current school
 - Interview
 - Assessment Examination results
- Letter of Offer
- Payment of the Development Fee and Pre-payment
- Signing of Fee Contract and submitting a fee clearance letter from their previous school

From Early Years 2 to Reception, pupils are automatically promoted to the next year, unless there have been extended absences or it is considered in the best interests of the pupil to repeat the year. In such rare occasions parents/guardians are informed well in advance and a decision is always mutually agreed on. Pupil enrolment per entry point is therefore reassessed accordingly.

3. Age Range of Pupils for the purposes of enrolment and attendance

The main points of entry into the school are at Early Years 2, Early Years 3, and Reception, although places are sometimes available in other year groups, subject to space. To transition from Reception to Year 1 (primary schooling) parents need to apply for entry to Year 1. Transition is not automatic. Parents need to apply for admittance into the primary school and there must be no pending fees, no reports of improper behaviour and parents and students need to have adhered to the school agreement, as per the student planner. In addition, parents must have paid the prepayment fee for Year 1.

TJSS takes the applicant's age before the 1st of September to determine qualification for entry at:

- Early Years 2: 3 years old before 1st September
- Early Years 3: 4 years old before 1st September
- Reception: 5 years old before 1st September
- Year 1: 6 years old before 1st September

Further to the Council of Ministers Decision (Ref No 88.730 dated 18/12/2019), it is allowed to enrol in Reception or Year 1 and to transfer children of foreign nationals who are temporarily residing in Cyprus either due to service to the Greek army or in the Diplomatic mission of their country in Cyprus in a year group other than the above, provided that this is consistent with the educational system that they used to attend in the country they are transferring from.

3. Transcripts and certificates of attendance



Twice a year (December and June), all parents/guardians receive a report card with information pertaining to their child's academic, social, and behavioural progress. Attendance for the year is clearly stated on the report.

Certificates of attendance will be given, upon request, to children in Reception who wish to transfer to Year 1 at another private primary school or a public school.

Certificates of attendance will be given to children of Years 1 to 5 in June of each school year, confirming that they are eligible to progress to the next year. Year 6 children will be given a certificate of completion of primary school.

4. The smooth operation of schools

TJSS reviews and updates regularly a series of policies that regulate the smooth operation of the school and specifically:

4.1. The Mutual Respect Policy

TJSS aims at all times to maintain harmonious relationships across the school community and the purpose of the Mutual Respect Policy is to delineate the framework within which any issue arising can be resolved in a calm and professional manner. This policy and the Parents/Guardians Code of Conduct govern parents/guardians' relationship and interactions with the school staff and students throughout the school.

4.2. Arrivals and Departures

Garden Access and Morning Supervision:

The gardens for EY2, EY3, and Reception will be accessible to parents/carers starting from 7:00 in the morning. During this time, parents/carers are welcome to stay and engage in play activities with their children until the classroom doors open at 7:45. For parents who require supervised care for their child, paid morning supervision services are available from 7:00 to 7:45 am.

Rolling Entry:

For EY1, rolling entry will begin from 7:30 to 8:30. Children who arrive during this period will be considered on time. However, children arriving after 8:30 will be marked as late.

For EY2 and EY3, a rolling entry system will be in place between 7:45 and 8:30. Children arriving within this time frame will be considered on time. However, children arriving after 8:30 will be marked as late.

In Early Years 2, 3, & Reception the school day ends at 1:20pm. If a pupil needs to leave earlier than the end of the school day, the class teacher must be informed, and parents/guardians sign the visitors' book to be able to enter the school to pick them up. For Early Years 2, Early Years 3 & Reception there is an After School Club available from 1:20 – 4:30 every day for an additional cost.

4.3. Bags from Home

All pupils are expected to bring a school bag/backpack including their school issued folders and planners, as well as their water bottle, snacks, a spare change of clothes, tissues, and wet wipes. Pupils are not allowed to bring toys or mobile phones.

4.4. Birthday Celebrations

Pupils are allowed non-food gift items for their name day or birthday to be distributed to their classmates on the day. Food items are not allowed due to health and safety reasons.

4.5. Uniform

In the Early Years & Reception the school uniform is the PE uniform for reasons of practicality.

P.E. UNIFORM

- Dark Grey P.E. shorts with school logo or P.E. skort/cycling shorts/black leggings for girls with school logo
- Short/long sleeved T-shirt in dark green with school logo
- Track suit with grey mock neck
- Trainers

OPTIONAL

- Green cap with school logo

4.6. Medications

The Nurse should be informed, in writing, if a child needs to take medication during school hours.

4.7. Home-School Communication

TJSS places great emphasis on constructive communication between school and parents as the best way to support each child and ensure that they make progress. Teachers and parents/guardians are encouraged to make contact through the planners in the Junior School or through emails and phone calls.

4.8. Rewards & Consequences

- TJSS Positive Discipline Approach: Pre-Primary Behaviour Policy
- At TJSS, we believe in promoting a positive mindset, positive behaviour, and positive encouragement in our pre-primary school. Our approach is based on Positive Discipline principles, which focus on fostering respectful relationships, teaching social-emotional skills, and encouraging self-discipline. We firmly adhere to the following behaviour policy to create a nurturing and supportive learning environment.
- Creating a Positive Environment:
 - a. Making Green Choices (Early Years 1-3) and abiding by the Golden Rules (Reception) form the foundation of our school ethos in promoting positive behaviour.
 - b. We encourage and reward pupils for their conduct and academic achievements, emphasising positive mindset and behaviour.
- Rewards and Recognition:
 - a. Pupils in Early Years 1-3 will receive verbal praise, Star of the Week awards, small certificates, or notes home as rewards for their positive behaviour.
 - b. Reception students will receive the same rewards as above, along with gems and certificates of achievement to acknowledge their efforts.
- Strategies for Addressing Poor Behaviour:
 - a. Initial interventions: Teachers will employ various strategies to address poor behaviour and provide guidance to the student.

- b. Calm Down Corner or Quiet Area: If a student's behaviour continues to be challenging, they may be asked to visit the Calm Down Corner or Quiet Area. Here, they can reflect and calm down, using techniques like 5 Star Breathing.
- c. Incident Reflection and Resolution: After calming down, the student will have an opportunity to discuss the incident with their teacher. They will also be encouraged to approach the person involved in the incident and discuss how it made them feel. Together, they will work towards finding a resolution and turning their behaviour from a Red Choice to a Green Choice.
- Individual Behaviour Plan:
 - a. In instances where previous strategies prove ineffective in addressing persistent unacceptable behavior, our behavior policy incorporates the implementation of an Individualized Support Plan. This plan will be collaboratively developed by the class teacher and the parents/carers, considering the unique needs of the student. It will outline targeted interventions designed to foster positive behavior development. By tailoring the plan to address specific challenges, we aim to provide the necessary support and guidance for the student's overall behavioral growth. A pupil may be excluded internally or externally for a fixed period (up to 2 days at a time). (This can only be sanctioned by the Headteacher, or Principal and Board members of the Junior School Committee will be informed)
 - As a measure of last resort and following escalation of sanctions, a pupil may be excluded permanently. (This can only be sanctioned by the Teachers' Association, Headteacher and Principal and Board of Governors as long as it is in line with the United Nations Convention on the Rights of the Child). In such a case the School will notify its intention to the Ministry of Education.
 - A pupil may not be accepted into the primary phase of schooling (Year 1) from Reception if they have had to face any of the sanctions below or above.

Table of offences and sanctions	
Offence	Sanction
Disruption of the smooth running of a lesson or other school events	The pupil will be removed from the group but close enough to participate in the lesson
Late arrival to class	Phase 1 – Verbal reminder Phase 2 – Parents informed in planner Phase 3 – Letter sent to Parents Phase 4 – Student will only be admitted at the beginning of the next lesson and their parents need to wait with them outside the reception area Phase 5 – Parents called in for a meeting Late attendances will be recorded on the pupil's report and relevant Authorities will need to be contacted if this continues.
Graffiti or writing on class desks, displays or equipment	The pupil will be asked to clean the marks, sit out or miss some of or all their break. A note will be written in the planner and or a phone call to the parents.
Aggressive Physical Behaviour Intimidating or threatening Behaviour	The pupil will miss some or all of their break, they will go over the Red and Green Choices or Golden Rules, reflect on how their actions made the other person feel (possible class meeting). A note will be written in the planner and or a phone call home to the parents/guardians.

	<p>If behaviour persists, Year Leader and or the Head of Early Years will phone the parents/guardians. This may be followed by a meeting with the parents/guardians called by the Headteacher and or the Principal where the outcome maybe, potential fixed term or permanent exclusion: exclusion over 2 consecutive days to be referred to the Teachers’ Association (and the Ministry of Education in case of permanent exclusion)</p>
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Teachers may move directly to a higher phase at their discretion.

4.9. Student Voice & Opportunities for Enrichment

TJSS promotes the fundamental values of democracy, respect, and tolerance of those with different faiths and beliefs. It promotes universal principles which enable pupils to foster self-knowledge, self-esteem, and self-confidence, recognise right from wrong, take responsibility for their own behaviour, contribute to the lives of those around them in their community and gain knowledge and respect.

Strategies are employed effectively to ensure that pupils of all ages in the Early Years are listened to and provided with early help and support if needed. Good behaviour is encouraged, and pupils are motivated to work and behave in accordance with the school aims, with bullying aiming to be prevented as far as is reasonably practicable.

Pupils are encouraged to share and promote their ideas in school. In the younger years, classes have the opportunity to participate in ‘Show and Tell’, sharing their enthusiasm for something brought in from home or something which interests them. As the children move through the school, debating and discussion is encouraged through Literacy and drama and in later years they can join the Student Council once in Primary School.

4.10. Anti-Bullying Policy

TJSS aims to ensure that all members of the school community feel welcome, safe, and happy and so, are able to learn and make progress. Bullying of any kind prevents this happening. Bullying makes people feel unsafe. TJSS seeks to provide a secure, positive environment where pupils are entitled to be treated with respect and understanding and to participate in any activity free from intimidation. TJSS takes bullying in any form very seriously. Pupils, parents/guardians, and caregivers are guided to understand that reporting bullying is essential and be assured that TJSS will investigate thoroughly whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti- Bullying Policy. Staff and pupils receive regular training and reminders about the necessity to be vigilant for signs of bullying and the policy is reviewed on an annual basis.

Similarly, to all other policies, this policy is discussed with all new entrants to the school, using age-appropriate language. Both parents/guardians and pupils agree to adhere to this policy by signing the Home School Agreement in their child’s planner.

4.11. School Library

The Junior School Library has a stock of over 26,000 books and serves all pupils from Early Years 2 to Year 6. The library has a very large collection of both fiction and non-fiction books in English and Greek. The library employs a full-time librarian and is open every day from 7:30 until 2:00 p.m. Each



class is allocated one 30-minute lesson a week during which they change their books and listen to stories/poems, etc. Every child takes home both English and Greek books. Throughout the year the librarian also runs book sales, overseas book sales and several competitions as well as special book-related events, for example during Literacy Week.

4.12. Excursions and Visits

Excursions and visits are an important aspect of any child’s education. TJSS Kindergarten and Nursery often has visitors coming to the school, but it is also important for pupils to visit educational sites, including historical, environmental, and cultural.

The Visit/Trip Leader will talk to the Principal or Headteacher to obtain authorisation for the proposed trip before any definite plans are made and before any information goes to parents.

Safety is ensured by adequate supervision, meticulous planning, and a clear understanding of what degree of freedom is to be given to pupils and again there are many experienced colleagues and the Assistant Heads, Headteacher, Principal or School Nurse can give new staff guidance in these matters. Teaching Assistants and other support staff can accompany trips as staff with members of the academic staff. A risk assessment is completed prior to the trip taking place, which is checked by our Health and Safety officer. Only after the risk assessment has been completed and given final approval can the trip take place.

Recommended staffing requirements are as follows:

One to 6 (ages 4-5 years)

One to 10 (age 5-6 years)

In every case, one staff member included in the above ratios must be a teacher.

A first aider **must** be included as a staff member for all trips.

The buses must meet the latest regulations/legislation appropriate to the pupil’s age, weight, and height.

4.13. Fees

The following is a listing of the School Fees and timing of payments required for the Academic Year 2023-24 only:

CLASS YEAR	Prepayment	Autumn Term	Spring Term	Summer Term	TOTAL
<i>Payment Due By</i>	<i>22 Mar 2023</i>	<i>14 June 2023</i>	<i>10 Oct 2023</i>	<i>7 Feb 2024</i>	
	€	€	€	€	€
Early Years 2 and 3	500	1,566	1,567	1,567	5,200
Reception	500	2,066	2,067	2,067	6,700

5. Keeping Attendance and Absence Records

Parents/guardians have a duty to make sure their children attend regularly and punctually. School staff are committed to working with parents/guardians to ensure as high a level of attendance as possible.

Students should be at school on time for registration every day unless the reason for the absence is unavoidable. Permitting absence from school without a good reason is a breach of the Code of Conduct and the Home School Agreement. Permission for absence in advance must be communicated to the school and approved. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc. during school hours.

Arrival after the register has been taken will incur a 'Late' mark. At The Junior School, late arrival in school is monitored by the administrative and pastoral staff and if there is a consistent pattern of lateness, parents are contacted to meet with the class teacher, Assistant Headteacher or Headteacher. Furthermore, absences will also be recorded on the child's school report.

Every absence from school is classified as either AUTHORISED or UNAUTHORISED by the school.

Authorised absences are for illness or being close contacts of a covid positive case.

Absences will also be authorised for the following reasons:

- Days set aside for religious observance by the religious body to which the student belongs, bereavement and funerals of close family members, in exceptional cases severe illness of close family members.

Permission may be granted in exceptional circumstances for the following reasons if requested in writing at least 5 school days in advance:

- Having to travel to home country in exceptional circumstances or
- Participation in external sporting events at regional, national, or international level.

Unauthorised absences are those which the school does not consider reasonable and for which permission has not been granted. These include:

- Truancy for the whole or part of the school days
- Absences which have not been explained
- Late arrivals at school which are not authorised
- Holidays during term time.

In the case of any absence, students are expected to be responsible for catching up with work and staff will advise Junior School students of what should be completed.

Registration is taken every morning by the class teacher and should be completed by 8:00 a.m. Registration is completed electronically on the school management database system, ISAMs. Any late comers can only enter the school through the front Reception area and are registered as late on ISAMs. Ideally within 40 minutes of registration finishing, any unaccounted absences should be sent out to parents as text messages.

When a phone call comes in that a student is in school despite being registered absent this is an emergency situation and should be treated as such. The following is to happen:



The receptionist continues to answer phone calls. At any time, a member of the management team can be contacted to help as well. The nurse checks ISAMs for which lesson they are in and goes straight to the classroom/outside area etc. to check. If the classroom is far way, as soon as the nurse has verified that the student is or isn't there, she phones front desk to update them. (If the nurse is already involved in an emergency situation, the receptionist goes to look for the missing student and another member of the administrative team comes to the front desk to answer/make phone calls). If any of the above personnel is not there, the PA to the Management is asked to step in. If the student is not located in 5 minutes, an announcement is to be made over the tannoy. If the student still remains unaccounted for the parents are contacted again to confirm presence at school and then the Police are contacted immediately.

6. Absence of children from school

If students feel ill in school, they should visit the School Nurse who will contact home if necessary. Students are not allowed to contact parents to pick them up.

Parents/guardians should give notification of illness on the first day of absence by telephoning or emailing the school. The student must bring written confirmation on return to school. Slips for this purpose are available at the back of Student Planners. If absences are 3 or more days for health reasons a certificate of the doctor is needed or proof of having covid or being a close contact. If an absence remains unexplained the school will contact home requesting details. The school will also contact parents/guardians if students are persistently absent or late. For consecutive absences for over six days with no reason that is considered by the school as a serious reason, the Headteacher will notify the Director of Primary Education.

7. Programme of Studies and Timetable

TJSS Kindergarten and Nursery follows the Early Years Foundation Stage Curriculum Framework (EYFS) and the National Curriculum for England. The Early Years team strives to create a safe, fun, joyful, memorable, and supportive environment for children. TJSS is committed to providing quality Early Years education that is creative, challenging, active, and broad in order to foster excitement and a thirst for knowledge.

Time	Activities
7:50-8:30am	Welcome, Morning Meeting, & Play to Learn
8:30-9:00am	Circle Time or PE, Music, Library
9:00-9:30am	Play to Learn & Small Group
9:30-10:40am	Snack & Free Play Garden
10:40-11:00am	Circle Time
11:00-11:40am	Greek
11:40-12:20am	Play to Learn & Small Group
12:20am-1:00pm	Fruit & Garden or Music
1:00-1:20pm	Afternoon Meeting & Home Time

TJSS Kindergarten and Nursery is organised in parallel classes with one class for EY1, two classes for Early Years 2, three classes for Early Years 3 and four classes for Reception; each year group is led by a Year Group Leader who additionally has the responsibility for one of the classes of the year group and reports to the Head of Early Years.

8. Working Hours

In Early Years 2, 3, & Reception paid morning supervision is available in the hall from 7:00-7:40am with pupils arriving from 7:30 am being supervised in their respective gardens. An After School Club is available from 1:20 – 4:30 every day for an additional cost.

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9. School Holidays and Celebrations

School Holidays & Celebrations

- 1st October 2023 (Cyprus Independence Day – is on Sunday this year)
- 23rd – 27th October 2023 (Half Term holiday)
- 28th October 2023 (OXI Day – is on Saturday this year)
- December 20th, 2023 - January 7th, 2024 (Christmas holidays)
- 30th January 2024 – Three Hierarchs (to be confirmed)
- 18th March 2024 (Green Monday)
- 19th – 22nd March 2024 (Half Term holiday)
- 25th March 2024 (Greek Independence Day)
- 1st April 2024 (Cyprus National Holiday)
- 29th April – 10th May 2024 (Easter Holidays)
- 11th June 2024 (St. Barnabas Day)
- 13th June 2024 (Ascension Day)
- 24th June 2024 (Pentecost/Kataklysmos - Summer Term has finished)

It is noted that all dates are subject to change; parents/guardians are asked to refer to announcements on ISAMs or other communications.

10. The Composition, Operation and Responsibilities of the Teaching Association

All teachers are members of the Teachers' Association (TA) and meet monthly, with minutes being taken by one member elected every 6 months for taking minutes. Extraordinary meeting can also take place if the Principal or Head Teacher call for one, with an attendance of 1/3 of the TA members, however members can also request an extraordinary meeting stating in writing the reason of the meeting. Two elected members of the TA attend Board of Governors meetings in the respective Junior School Committee meetings.

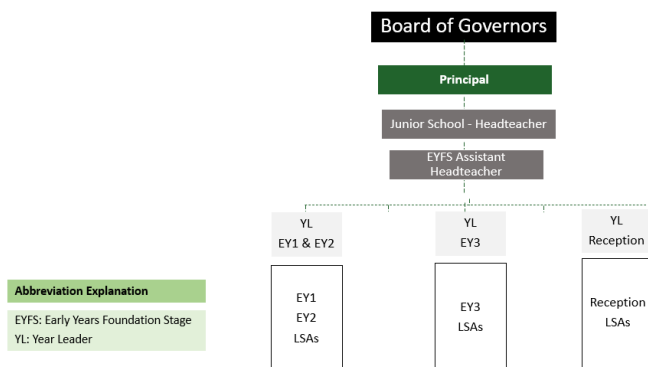
The TA consults with the Management and the Board of Governors when appropriate on all issues that impact school operations. At the beginning of the year the TA approves the study guide and internal regulations and fulfils the roles and responsibilities as described in the relevant legislation and regulations.

11. The Duties and Responsibilities of the Headteacher

TJSS is led by the Principal who is responsible for both sites and reports to the Board of Governors. The Principal line manages the Junior and Senior School Head Teacher. The TJSS Nursery and Kindergarten is led by the Junior School Head Teacher.

The Junior and Senior School – Organogram

The below represents the *Early Years* at **The Junior School Site** (Academic staff / Academic Roles)



The main duty of the Headteacher is to provide professional management and leadership to the school, in consultation with the Principal. The Headteacher of the Junior School is committed to excellence in standards in all areas of the school and should implement all appropriate school policies as agreed with the Principal and Board of Governors. The Headteacher is obliged to cooperate effectively with the Parents' Association, to communicate with the competent authorities of the Cyprus Government and to implement the approved curriculum.

A detailed list of duties and responsibilities is included in the contract the Headteacher signs. The Headteacher works closely with the Assistant Head of the Early Years Foundation Stage. The Headteacher is set annual targets commonly agreed with the Principal, who is responsible for reviewing them and reporting to the Board of Governors.

12. Duties and Rights of Teachers

Working hours for teaching staff are from 7:30 a.m. to 1:30 p.m. daily and an additional afternoon activity except for Assistant Heads and middle leaders. All teaching staff are to participate in planning, training, professional development, and other incidental meetings.

All staff members in their capacity as school employees are expected to be a good role model for every member of the community, listening to what children and adults have to say and valuing and respecting their opinions, speaking appropriately to, and in front of, children, their families, and all staff. They are also expected to build positive relationships with parents and guardians, establishing respectful and co-operative relationships with them, acknowledging the joint responsibility which must exist between the school and families for the education of their children and respecting parental rights to enquiry, consultation, and information regarding the educational development of their children.

All staff members are expected to be team players and demonstrate a commitment to the school.

Main Duties:

- Planning and preparing stimulating, challenging, enjoyable learning opportunities which take into regard the curriculum of TJSS and the individual abilities of the pupils in the class
- Consistently teaching at a high level to ensure pupils' learning is challenging and progressing
- Whenever possible, giving immediate oral or written feedback to pupils about their learning so that they know how to improve
- Assessing, recording, and reporting on the development, progress and attainment of pupils
- Checking on the academic progress of individual pupils on a regular basis
- Differentiating teaching materials so that tasks and expectations are appropriate and support and challenge pupils whatever their levels of ability
- Ensuring that all records and data collection are kept up to date and that information is passed onto the Assistant Head Teacher and the Head Teacher in a timely manner
- Communicating and consulting with the parents/ guardians of pupils about their child's progress in all areas
- Communicating and consulting with specialist teachers when required
- Communicating and co-operating with agencies outside TJSS as appropriate.
- Working as part of a team to plan collaborative schemes of work and learning plans for pupils in their particular year group
- Providing guidance and advice to pupils on their social and emotional development
- Maintaining high standards of behaviour in all learning situations; being aware of TJSS policies and procedures
- Maintaining a high standard of pupil behaviour in the playground and common areas, being alert and proactive and inform and liaise with class teachers when appropriate
- Reviewing on an ongoing basis, teaching methods and programmes of work
- Participating in arrangements for professional development which support the development of the whole school and the individual
- Participating in meetings at TJSS which relate to the curriculum, administration or organisation

It is the responsibility of all staff members to carry out reasonable instructions, as requested by line managers/Assistant Heads, similarly to the expectation that pupils and the school community carry out instruction as requested by them and TJSS. If a member of staff refuses to obey a reasonable instruction, it will be necessary to investigate the situation and depending on the outcome a disciplinary action may follow.

13. Other obligations of teachers

Teachers are also expected to host parent consultation meetings twice a year and more often for specific students if required. They are expected to write two reports a year for the students. They are expected to attend all staff meetings and briefings and are required to attend at least one of the following events:

- Fire Works/ School Birthday
- Christmas Bazaar
- Family Fun Sports Day
- Other events organised by the PTA

14. Relations with pupils' parents/ guardians

We firmly believe that progress and respect are built on open and continuous communication between all parties involved: the school, the students, and their parents or guardians. We encourage face-to-face communication as well as written updates through the pupils' planners, which serve as a valuable tool for keeping everyone informed.

We kindly request that parents and guardians check their child's planner daily for any important updates, and we encourage them to initiate communication with their child's teachers through the planners. We also ask that parents and guardians read the planners and share their thoughts and concerns with us.

Twice a year, we hold Parent's Meetings to provide updates on your child's progress and share more focused information. Additionally, every June we invite all parents and guardians to our Open Evening events, where we share information about the next school year, including expectations and relevant policies.

At TJSS, we have implemented several policies to ensure that communication between the school and parents or guardians is constructive and transparent. Our policies are available on our website, and we also include a home/school agreement in the pupils' planners that parents or guardians are expected to sign at the start of each year.

15. Curriculum

TJSS Kindergarten and Nursery follows the Early Years Foundation Stage Curriculum Framework (EYFS), EYFS Framework Guide [Statutory framework for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/statutory-framework-for-the-early-years-foundation-stage.pdf). This curriculum is enhanced and extended with additional material, resources, and other planned opportunities, which make up the wider TJSS curriculum, which includes music and PE lessons delivered by specialist teachers. The Greek language lessons are following the requirements of the Ministry of Education, Culture, Youth and Sports, also allowing local culture and contextualised information about Cyprus to be incorporated, thus enriching the EYFS curriculum.

The wider TJSS curriculum includes seven areas of learning and development broken down into two areas, prime and specific.

The three prime areas of learning are:

- Communication and language
- Physical development
- Personal, social, and emotional development

The four specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

16. The Inspection of School Work

Inspection of schoolwork takes place both internally and externally.

Internally, the Year Group Leaders, Assistant Heads and Headteachers oversee the work scrutiny of the students. This involves giving a teacher 24 hours' notice to hand in a selection of students' work. This can be for any area of learning and usually the selection includes a range of students with different abilities. The students' work is checked for the evidence of impact of teaching on learning, evidence of progress and evidence of Early Learning Goals being met.

The Senior Leadership Team have an annual, Monitoring and Assessment Cycle where they determine when learning walks, performance management reviews, appraisal reviews etc...will take place. Assistant Heads check the teachers' planning regularly, and teachers are expected to provide frequent feedback on what worked and what didn't. Additionally, the Assistant Heads and members of the management team examine the students' planners, which include regular signatures from the class teacher and the parents.

Externally, the school has regular visits from the inspector of Private Primary Education from the Ministry of Education, Culture, Sport, and Youth. The school also has external inspections from ISI (Independent Schools Inspectorate) from the UK. In 2016 the school underwent a full inspection and in 2019 a further compliance inspection. Reports on both inspections can be found on the school's website.

17. Prohibiting Certain Persons from Entering Schools

A visitor is someone who is expected and has permission to visit the school. Every visitor to the school must enter through the reception area, sign in and wear a visitor's badge throughout their time on site. All other entrances and exits are shut during the school day and are only opened at drop off and pick up. It is the responsibility of every member of staff to approach anyone who does not visibly have a visitor's badge, to politely enquire as to the purpose of their visit. Any suspicious person or package on the school site should immediately be reported to a teacher or member of the Management team. Students are not permitted to socialise with visitors. Teachers on break, in class or around the school must report to management any student who does not follow these instructions.

18. Confronting infectious diseases

TJSS has a full-time nurse and a dedicated Health and Safety Officer. The school abides by all protocols from the Ministry of Health and the Ministry of Education. The Ministry of Health is contacted for instructions and guidelines for any case of infectious disease or illness that is suspected to be contagious and will inform the parents/ guardians of the child at the time if and when deemed necessary.

19. Conducting fund-raising in schools

TJSS is a not-for-profit school, and the purpose statement states that pupils need to become 'healthy members of the global community; continuing to learn and contributing to a better world for all'. TJSS believes that active service and charity build a sense of care and we take a very active role in ensuring that our students are involved even from a very early age. There is a range of ways in which TJSS gives pupils the opportunity to partake in making other people's lives better, including making different artifacts to sell for charities of their choice, selecting a range of charities. In addition, pupils are given the opportunity to come to school in non-school uniform clothes on specific, special occasions and for this privilege pupils donate 2 euro to a chosen charity. Charities which have benefited in the past two years include Nicosia Dog Shelter, Ronald McDonald's House for children, Vagoni Agapi, Hope for Children, Cans for Kids, Let's Make Cyprus Green, Sophia Foundation, Rare Genetic Diseases. The charities are then presented with cheques during assemblies when they also have an opportunity to speak to the school about the work of their charity.

In addition, the School Council often works closely with The Cyprus Red Cross. They launch collection campaigns, for example an Easter food collection which they then deliver, sort and pack for needy families in Cyprus. TJSS has achieved 'Eco-Schools' status for the past four years through an affiliation to the global programme whereby each year a different theme is chosen to promote.

20. School planning for health and safety

TJSS has a dedicated Health & Safety Officer, and a detailed plan is included in the Health and Safety Policy. The Health & Safety Officer also liaises with dedicated Health & Safety consultants. The Headteacher meets on a weekly basis with the Health & Safety Officer. TJSS is committed to providing a safe work environment for the staff members by drawing their attention to the risks and reporting incidents that have led or can lead to injuries or damage. The cooperation of all staff members, the compliance with relevant guidelines, emergency procedures and the participation in occasional exercises addressing risks, e.g., earthquakes or fires, is required to avoid accidents.

Smoking is forbidden throughout the TJSS premises. Smoking may be allowed outside TJSS premises and only in designated areas and where containers will be provided for the disposal of cigarette butts and other waste. Pupils who are ill during the day are sent to the Nurse. If needed, the nurse contacts the parents/guardians, and informs the class teacher as well as the bus company (if applicable).

All accidents are reported to the Nurse, who records them in the Accident Book. If the accident happens when the nurse is not on duty, the member of staff involved records the accident. All head injuries/bumps are immediately reported to parents with a phone call and/or text message. If another member of staff assumes the responsibility to contact the parents, the Nurse records their name in the Accident Book.

21. Parent Teacher Association (PTA)

The PTA is committed to organising and staging events which bring together the whole school for the entertainment and enjoyment of all. When their events turn a profit then the extra funds are directed to non-curriculum extras or contribute towards the upgrading of the school's facilities. At the PTA AGMs, parents are invited to put themselves forward for the committees according to vacancies available.

The Junior School PTA is an active and successful association with the simple goal of growing into a strong and supportive team, promoting parent and teacher involvement in the school community, and making the school an even greater place for our children. The more parents/guardians exchange views and judgements about their children with teachers, and on them build their children's education, the more they help to form a coherent and integrated community.

A Parent Guardian Association may be formed in accordance with the prevailing laws and regulations.

22. SEN Provision

TJSS is an equal opportunities establishment and welcomes applications from parents of children with Special Educational Needs and Disabilities or children who have English as an Additional Language. The School has a Special Educational Needs Coordinator who oversees a department of SEN trained staff, liaises with external agencies and provides support, advice and in-house training to School staff.

The Principal has the responsibility for all decisions concerning the acceptance and/or non-acceptance of pupils with disabilities after consultation with colleagues and parents in order to establish whether a pupil's individual needs can properly be met or not by the school.

Admission to the Nursery and Kindergarten at TJSS depends upon a prospective pupil exhibiting the potential to cope with mainstream education. This includes an extended National Curriculum in all parts of the school. The school must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful



school career and emerge confident, well-educated and well-rounded and with a good prospect of a satisfying life.

TJSS's policy is to apply the above criteria to all pupils and all potential pupils regardless of any special educational need or disability of which it is aware.

Definition

Pupils are described as having 'special educational needs' (SEN) or 'special educational needs and disability' (SEND) if they have a learning difficulty and /or disability which needs a special education provision made for them.

A learning difficulty means that:

A child has a significantly greater difficulty in learning than the majority of children in the same age group both at school and 'nationally' or has a disability which is defined as someone who has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

EAL – Children with English as an Additional Language are defined as follows:

'Pupils who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School.'

TJSS recognises the need to provide a supportive, positive learning environment for students with Special Educational Needs or Disabilities and for students who have English as an Additional Language.

Procedure to Support Pupils with Special Educational Needs and /or Disability and English as an Additional Language

On application to the school, a request is made for information on the pupil. Parents should communicate to the school any information they have about the pupil with regards to Special Educational Needs or disabilities and provide the necessary documentation.

All pupils, including those with Special Educational Needs and English as an Additional Language, must sit and pass the school's Entrance Exam in order to be offered a place at TJSS. Special provision and accommodations for the Entrance Exam will be made if the school has proof of prior provision from a previous school or there is an educational psychologist's report.

On acceptance to the school

The student with SEN(D)/EAL is included on the school's SEN(D)/EAL register. An additional fee over and above the school fees may be charged depending on the student's individual circumstances. In certain cases the parents may be asked to cover the financial cost of a one-to-one guide or of specialised equipment that may be deemed necessary. Although the School currently offers a disabled toilet, access lifts and access ramps, any additional facilities that may be needed may have to be covered by the parents.

Staff Training Workshops

Staff Training Workshops provide an opportunity for staff to be briefed regarding the needs associated with particular forms of difficulty/disability. Since many staff come into contact with any particular child during the course of his/her education, it is important that there is a good level of awareness as to the issues which are likely to arise and to be informed of the best teaching and learning practices to be used in the classroom to support the pupil.



Health and Safety

Pupils with certain learning difficulties/disabilities will be at greater risk of accident or injury. The school will undertake a specific risk assessment for all children entering TJSS and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk.

Curriculum Modification

Depending on the individual circumstances, the full range of school academic and non-academic activities may not safely or reasonably be available to pupils with learning difficulties/disabilities. An assessment will be made as part of the admissions process and parents will be advised accordingly.

Where reasonable and practicable, other options will be offered.

Participation in sports and afternoon activities

Risk assessments will be necessary for each pupil with disability per sport/activity.

School Trips

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for pupils with learning difficulties/disabilities and parents will be advised accordingly.

Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular pupils. Needs would be assessed on a case-by-case basis.

TJSS Database

Access to pupil information by the teaching staff is particularly important where pupils have learning difficulties/disabilities or other challenges which make them vulnerable or can put them at risk in particular situations. TJSS database enables information to be held which is relevant to the needs of pupils. The database incorporates information concerning medical/health issues, particular risks or concerns arising from a disability, and learning difficulties.

Specific Disabilities

Pupils falling into this category can be the most challenging for schools. Each case is assessed individually, and parents are advised as to whether the school can accommodate the needs of their child. TJSS must know the details concerning pupils' circumstances and requirements before any final decision is made.

Legislation

Provision for children with SEN(D)/ EAL in the school is in line with Cyprus and UK legislation, because the rights of children with special needs are safeguarded by international declarations and conventions ratified by the Republic of Cyprus.

This document should be read in conjunction with the school's relevant policies

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