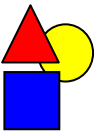


**International**

**Montessori**

**Nursery / Pre-  
School**

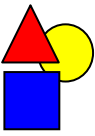
**Parent Handbook**



*“Imagination does not become great until man,  
given courage and strength, uses it to create”*

*Maria Montessori*

**International Montessori Nursery Pre/School offers a  
co-educational, non-denominational Montessori  
education running in parallel with the Early Years  
Foundation Stage which provides each child with an  
integrated, individualised and academically  
challenging programme that meets the changing  
developmental needs of children from eighteen  
months to five years of age.**



### Our Vision

The aim of our Montessori environment is to foster the child's self-construction in our uniquely prepared environment.

Each child is able to develop within him or herself the fundamental habits, attitudes, skills and ideas that are essential for joyful, creative and independent learning.

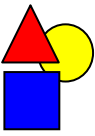
The inherent potential of each child is recognised in the Montessori environment and each child is guided in a respectful harmonious environment that aims to provide an independent educational foundation for life.

### Our Philosophy

Education must help the child develop his/her personality in accordance with his/her nature and possibilities, and at his/her own rate, so that the child can fulfil a task as an independent, balanced human being in the adult community. The aim, therefore, is always the formation of the total personality, not of the independent function or processes.

Education is not something that the teacher does to the child. It is a natural process that develops spontaneously in the child. It is not acquired by listening to words, but by virtue of experiences in which the child acts on his/her environment. The teacher's task is not only to talk, but also to prepare and arrange a series of motives for activities in a favourably prepared environment.

### Our Mission



International Montessori offers a complete Montessori education, which provides an individualised and academically challenging integrated curriculum that meets each child's developmental needs from eighteen months to five years old.

*Education is "... Individuals passing from one stage of independence to a higher level, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual..."*.

Montessori 1948

### AN OVERVIEW OF THE MONTESSORI METHOD

Maria Montessori (1870-1952) was one of the first to observe children closely and appreciated that pre-school years are of paramount importance to the development of the child's intellect, imagination and social behaviour.

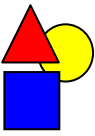
Throughout the years as she spent time working with, and observing her charges, she became aware of special times which she called "periods of sensitivity". During these time spans, a child's attention is drawn to certain elements in his or her environment with an irresistible impulse.

The pre-school years are characterized by an intense love of the home and family. A child in this age group (3-6) is always on the move and is a sensorial explorer of his/her immediate environment, always touching and feeling the various materials and other activities on offer to them.

Language is particularly fascinating and he/she finds immense enjoyment in funny sounds, and rhythms. Most importantly, a child in this age group thrives with a sense of order (as distinct from tidiness).

He/she needs to know where things are in relation to others and he/she derives an enormous sense of security and independence from this knowledge.

He/she also derives an immense amount of encouragement from seeing his/her parents' active participation in his/her education and this builds his/her interest in "learning for life".



The Montessori classrooms are set-up with specifically designed materials, taking these important aspects of development into account, so as to help the child benefit more fully from these “periods of sensitivity”.

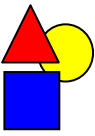
The classrooms are divided into five curriculum sections: Activities of Life; Sensorial; Communication, Language and Literacy; Numeracy and Mathematics and Understanding of the World. The program also incorporates Creative Arts, Movement and Singing as well as Arabic and Spanish.

Another important aspect of this method is that there is only one of each activity, which the teachers encourage each child to wait his/her turn and respect the rights of others. The program and the environment are designed to encourage self-directed learning, self-discipline and independence. All of these attributes are critical for a high level of confidence in order to develop a child’s potential. In a Montessori classroom the child is able to satisfy his/her innate desire to learn, creating a marvelous foundation for a lifetime of learning.

### **BIOGRAPHY OF DR. MARIA MONTESSORI (1870 – 1952)**

An internationally renowned educator

- ✚ The first woman to receive a medical degree in Italy in 1896
- ✚ In the same year she was selected to represent Italian women at a feminist congress in Berlin.
- ✚ Further studies included psychology, philosophy and education.
- ✚ She developed an interest in education at the Orthophrenic Institution in Rome where her observations on children (based on her commitment to scientific inquiry) led to the evolution of her new methods of schooling.
- ✚ Casa dei Bambini (the Children’s House) opened in January 06, 1907. It was situated in the slum area of San Lorenzo. Here the children of the housing estate attended the school where their physical, intellectual and



social needs were addressed through Montessori's evolving revolutionary methods.

- ✚ Maria Montessori's educational beliefs were cross-cultural, as her belief in the child's early age tolerance was independent of his/her peer group culture.
- ✚ Throughout her lifetime, Maria Montessori worked and lectured to many of the "Great Thinkers" of this century i.e. Gandhi, Piaget.
- ✚ Montessori dedicated her life to "all the children in the world, born and as yet unborn" and promoted children's rights and education.

### THE MONTESSORI CLASSROOM

In the classroom the child has the opportunity to be guided as an independent learner in a variety of modes, such as teacher presentations, independent research and negotiated curriculum. This occurs through direct interaction with the prepared environment and the Montessori materials. Additionally, we have incorporated the Early Years Foundation Stage (EYFS) into our curriculum this satisfies the requirements for main stream schooling. There will be focus planning (learning journals) included in parallel with the Montessori presentations and observations.

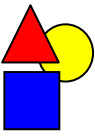
Each classroom is fully equipped with specially designed Montessori teaching materials. The child learns at his/her rate in a multi-aged classroom that attempts to be equally divided between the three age group cycles. This multi-aging allows for cross age tutoring and social responsibility to develop in a naturally sustaining environment, which fosters a caring classroom.

Childhood is a period of extraordinary sensitivity. The absorption of impressions, sights, sounds and all other aspects of the environment are all comprehensive and indelible

### THE MONTESSORI CYCLES

In the multi-aged setting children learn from each other. The young child observes and interacts with the older child and the older child reinforces with experiences or revisits his/her knowledge. This creates a community in which a caring bond between the children develops as each child learns to communicate and respect each other's differences and abilities.

*"In order to educate, it is essential to know those who are to be educated"* M. Montessori



## THE MULTI-AGED CLASSROOM

Early Starters      Eighteen months to three year olds

Cycle One    Three to six year olds      Pre-School and Preparatory

Cycle Two    Six to Nine year olds      Primary

Cycle Three   Nine to Twelve year olds      Primary

(Cycles Two and Three are not applied at IMN)

*The aim of our Pre-School is to help each child develop within him/herself the fundamental habits, attitudes, skills and ideas that are essential for joyful, creative learning.*

### 1) TO FOSTER AN ABIDING CURIOSITY;

By providing a stimulating and carefully prepared environment, the child is given the opportunity to discover qualities, dimensions and relationships. His/her “desire to know” forms into a habit of being curious – an essential element of learning.

### 2) TO DEVELOP A POSITIVE ATTITUDE TOWARDS SCHOOLS AND LEARNING;

The learning experiences are individualized. The child works at his/her pace repeating the task as often as he/she likes, thereby experiencing a series of successful achievements.

### 3) TO BUILD A HABIT OF CONCENTRATION

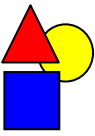
Through a series of absorbing learning experiences the child develops the ability to listen carefully and to concentrate on what is said or demonstrated.

### 4) TO ENABLE THE CHILD TO DEVELOP SOCIALLY

Respect for self, others and property is one of the ground rules in the Montessori classroom. A child learns to restrain him/herself from impulses, which infringe on the rights of others. At the same time he/she learns to co-operate by working with others.

### 5) TO DEVELOP PERSISTENCE, INITIATIVE AND A SENSE OF ORDER.

The “ground rules” in a Montessori classroom call for completing one’s work and replacing materials to their original place after the task is accomplished. The expectation to complete a task encourages the habit of persistence. Initiative is fostered by surrounding the child with activities that are geared to his/her inner needs so that the child becomes accustomed to working on his/her own.



*To achieve IMN's objectives, the teachers' task is to prepare a learning environment, which offers the child a variety of activities and experiences arranged in a sequential and ordered manner. The learning experiences and materials can be categorized in the following areas – each with their own aims and purposes. Including the EYFS strategies.*

## **EARLY STARTERS**

The Early Starters Program provides an environment in which early years' professionals and children interact and they use the environment to facilitate their interactions. Classroom assistants are taught how to observe what the toddlers do in order to know which materials to offer them.

There is minimal furniture, maximum natural light, selected art placed low on the walls, and defined spaces to challenge co-ordination of movement. Children learn best through activity and therefore the Early Starters Program exposes them to developmentally age appropriate material to foster positive self-concept.

## **CYCLE ONE 2.5 to 5 years**

Each classroom is a specially prepared environment consisting of activities and experiences with an integrated focus to the core curriculum of Life Skills, Sensorial, Communication, language and literature, Mathematics and Understanding of the World, as well as foundation stage planning.

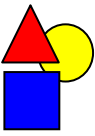
**Life Skills:** experiences allow the child to achieve a form of self-sufficiency through care of oneself, others and the environment. It is through Practical Life that the child learns many of our daily skills. With the establishment of the work cycle the child experiences independence and success. Pouring, spooning, whisking, beating, washing, polishing, sweeping and dressing frames are activities which reflect daily life and assist in the development of a child's sense of order, co-ordination, concentration and independence.

The **Sensorial Materials** allow the child to focus and concentrate on the five senses, which enables the child to classify and understand his/her world:

- to enable the child to understand his/her sensorial impressions – visual, aural, tactile, olfactory, gustatory (sight, sound, touch, smell and taste),
- to develop the child's ability to perceive, discriminate and remember sensorial information,
- to foster the beginning of conscious knowledge.

The sensorial materials allow the child to distinguish, categorize and relate the new information to what he/she already knows.





Materials: Pink tower, broad stair, red rods, knobbed cylinders, coloured cylinders, constructive triangle box, geometric cabinet, sound boxes, binomial and trinomial cubes, geometric solids, colour tablets, sand paper boards and tablets, baric tablets and thermic boxes.

Through the Communication, Language & Literature Curriculum the child develops an awareness of the sounds of speech and the corresponding written letters.

A child is introduced to reading and writing and the communication of ideas:

- to develop the child's receptive and expressive language abilities via auditory, visual and cognitive experiences and activities,
- to enable the child to develop gross motor and fine motor skills necessary towards the mechanics of writing,
- to enable the child to develop the decoding and encoding skills necessary for the written communication and thoughts.

Materials: insets for design; pink, blue and green series, large moveable alphabet, matching cards, stories, sand paper letters and phonograms.

The Montessori Math Curriculum allows the child to learn from concrete to abstract through manipulation, experimentation and exploration. The materials sequentially increase in complexity:

- to enable the child to discover the concepts and relationships inherent in the numbering system via concrete materials,
- to enable the child to understand the working functions of numbers rather than merely memorizing the operations of arithmetic.

Materials: number rods, sand paper numbers, spindle boxes, numbers and counters, number rods and cards, sequin boards a and b, golden beads, operation charts, fractions, clock, money.

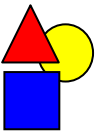
*The above lists of materials is not exhaustive.*

The Montessori Understanding of the World will enable the child to experience geography, history, art history, botany, zoology, land forms, maps, nomenclature cards and cultural folders.

Geography: study of the physical world

Biology: study of plants and animals

History: study of the child's individual time lines, celebrations and the development of the awareness of other cultures.



Within this setting each individual child has the opportunity to work on activities available in any of the curriculum areas.

### Languages other than English

Children will take part in one Arabic and one Spanish lesson per week, during circle time. Additionally the Arabic room is available for those children who wish to enter and freely join their Arabic class.

### Physical Education

To encourage social skills, positive development of the child's fine and gross motor skills it is important that children, even at this young age, should be actively involved in physical education. Along with a healthy balanced diet and conscious directed activities the child will grow in a healthy being.

Fundamental Ball Skills

General Gymnastics

Dance or Yoga

### Arts

To increase the child's self-awareness and confidence to enable him/her to express themselves through a variety of media.

Visual Arts: are incorporated in the curriculum both individually and in small groups.

Music: classroom programme based on exploration of musical instruments reinforcing tempo, beat, and so on.

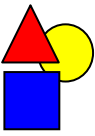
Montessori believed that for the Primary aged child *"...the power of imagination is what educates..."*. Maria Montessori

### Cycle One

Oxford reading tree series may be taken home for the children to practice their reading. **Lost or damaged books will be chargeable.**

### ICT Curriculum

IMN have introduced iPad teaching, we have designed an ICT curriculum and have down loaded Montessori apps. As our children are born into a digital world,



we need to prepare them for the future therefore, taking Montessori education into the 21<sup>st</sup> century and encouraging children to use 21<sup>st</sup> century skills.

### LendMeYourLiteracy (LMYL)

IMN have subscribed to LMYL. This is a safe on-line platform for sharing children's writing, emergent literacy skills with a world-wide audience. Schools from over 180 countries (and still growing) are using it and pupils and staff at IMN are really excited about getting involved.

As part of our school's commitment to protecting our pupils as they learn to use technology safely, the children will be taught to identify themselves by using only their first names and use of the website will take place with appropriate adult guidance.

### TRANSITION FROM MONTESSORI EDUCATION

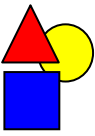
Some parents have concerns as to how a child will cope with the change to a traditional school after spending time in a Montessori environment. It should be remembered that the foundation of the Montessori education system is to develop self directed learning in a supportive classroom.

Most Montessori students are great problem solvers, have excellent social skills nurtured by their experiences of cross age tutoring in a multi-aged environment, and have a deep respect and love for learning. The students experience conflict resolution in the group meetings and are guided to discuss different strategies.

It is exciting to see the insights that a child develops through this type of conferring and how this impacts on his/her relationships within the community. Through the incorporation of the EYFS curriculum into our classrooms, your child will be the proud owner of his/her learning journal which will both facilitate his/her entrance into the main-stream school and will be proof of the achievements the your child has achieved.

These attributes give each child the ability to amalgamate easily, as he/she has a heightened sense of moral social responsibility through his/her work in an environment which has clear limits, yet the freedom to investigate in depth. Montessori children usually work well in groups and individually, as the system hinges on caring and supporting each child's learning individually within a class group and the wide school community.

Dr. Montessori believed in Cosmic Education.



Education of the 'Whole Child'.

### **CLASSROOM OBSERVATION POLICY FOR PARENTS**

SCHOOL TOURS FOR PROSPECTIVE PARENTS OR EDUCATION STUDENTS ARE BY APPOINTMENT ONLY. TO BE MADE THROUGH THE ADMINISTRATOR.

### **PARENT – TEACHER COMMUNICATION**

All of the teachers are very friendly and approachable and they welcome discussion about daily matters. However, should you wish to discuss a matter at length, please make an appointment with your child's teacher. *The teachers are responsible for greeting the children in the mornings and are not available for lengthy discussions.* Should the issue be of an urgent nature that requires immediate attention, please advise the teacher accordingly so that an appointment can be arranged, as it is sometimes not possible for the teacher to speak to the parents immediately.

### **COMMUNICATION BOOK**

There is a communication book for each child and we encourage parents to make their comments in this book. We will reply with our answers. We will be celebrating your child's achievements and monitoring his/her shortfalls in the communication book. It is important that the book is read when it is sent home to the child and that the parents acknowledge receipt by reading the messages.

### **ADMINISTRATION COMMUNICATION**

Administration communication is through e-mail. It is your responsibility to check your e-mails and ensure that administration is informed of any change to your e-mail address.

### **CONFIDENTIALITY**

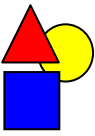
Due to the sensitive nature of a child's self esteem it is important that parents refrain from comparing their child with others. The Nursery's philosophy focuses on individual development at the individual's pace. Therefore, please do not discuss educational or developmental issue with a child present or ask the teacher 'in public' to discuss confidential issues.

### **PARENT – TEACHER CONFERENCES**

Official parent –teacher conferences will be conducted throughout the year as follows: To accommodate parent teacher conferences the nursery will close.

Term I and III

Written report on your child



## Term I, II and III Parent/Teacher meetings

During Term I – the following criteria will be discussed. (Personal, social and emotional, Communication, Language and Literacy and gross and fine motor skills.

Term II – Learning Journals will be available and discussed with the parents.

Term III – the overall holistic development of your child will be discussed, including learning journals.

## Reports – Children

**Verbal Reports:** where no written report is completed for the student.

A week prior to the scheduled time-frame for verbal conferences, each classroom teacher will send her list for timings and conference dates to the parents of her children. Parents/Guardians who wish to speak with the classroom teachers are able to reserve a suitable time for a conference.

**Written Reports:** Parents/Guardians must reserve a suitable time to have a parents/teachers conference with the appropriate classroom's teacher to discuss the student's written report received.

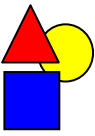
A note will be sent to you when the school reports are distributed with a list of timings available for your child's teacher.

THERE WILL BE A 10 MINUTE SLOT ALLOCATED FOR EACH PARENT TO DISCUSS THEIR CHILD. WE STRONGLY ADVISE THAT YOU ADHERE TO THE TIMES ALLOCATED TO YOU AND YOU ARE PUNCTUAL. IF NOT YOU WILL FORFEIT YOUR SLOT.

## Extending into the community

IMN has a parent forum, we welcome parents to become active members of this parent initiative. We open the registration at the beginning of each academic year and places are allocated on a first come first serve basis.

IMN are proud to be working in partnership with Kings College Hospital Clinics. At the beginning of the academic year we will arrange a gathering for a Dietician and Physician to visit the nursery to discuss: Healthy Eating, and General Childhood Diseases.



## SECURITY

Entry to the nursery is through face recognition, the first gate will automatically click open once your face has been recognised, when you enter **YOU MUST ENSURE THE GATE IS CLOSED BEHIND YOU**. Once the first gate has closed behind you the second gate can then be opened to allow entry into the garden **PLEASE ENSURE THE SECOND GATE IS ALSO CLOSED BEHIND YOU**.

Not closing the gate is a violation of protecting the safety of our children, if this happens we will have no option but for the offending persons to take their child/children home for the day, until full responsibility of the security system to its used to its maximum effect.

## DROP OFF

Drop off is from 07:30 am and we kindly request that children are brought to the nursery on time and no later than 08:30. This will enable your child to have advantage of the activities offered to him/her. If your child arrives later than 08:30 without former arrangement he/she may not be allowed into the nursery.

## PARKING

***Please do not park outside the nursery gates. There is ample parking diagonally opposite on the sand. Please ensure the safety of your child when entering the nursery. Do not loiter outside the nursery entrance. The road is quiet but IMN recommends that you remain vigilant at all times. Do not let your children play on the road.***

***Please ensure that your child is wearing his/her seat belt whilst in the car.***

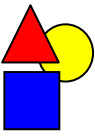
## ABSENTEEISM (NON-ATTENDANCE) OF A CHILD

In the event of a child not attending a session it is requested that the parent/guardian notifies the nursery of the reason. It is deemed a matter of courtesy in making staff aware, not later than 09:00 am on the day, of the reason for the absence.

If a child is taken out of the nursery to go on vacation early, **NO REFUND** will be given.

## COLLECTION OF CHILDREN

Children must be collected by their parent(s)/guardians or legal representatives. Copies of passports and residency visa's must be on file of any Nannies/Drivers



collecting your child. Permission will be sought from you when registering your child.

If you are unable to collect your child and have arranged for 'a friend' or another parent to collect him/her please call administration and inform us. **CHILDREN WILL ONLY BE RELEASED TO AUTHORISED PERSONS.** IMN duties conclude when your child is collected.

Children must be collected at scheduled times. **A late pick up fee of 25 dirhams for every 15 minutes will be strictly adhered to.**

ALL children must be off the premises by 13:45 hours except for Tuesday when children are collected at no later than 13:00.

As much as we enjoy being with the children, we are a school and we do not provide a babysitting service. As such, a late pick up fee of 25 dirhams for every 15 minutes late will be strictly adhered to. For example, if you collect your child at 14:02 on a Sunday (17 minutes after children should be collected), you will be charged AED25. If you arrive at 13:35 on Tuesday (35 minutes after children should be collected), you will be charged AED50).

Charge for late fees will be invoiced to you and should be paid promptly.

### **TRANSPORTATION**

IMN does not provide transportation.

### **SCHOOL HOURS**

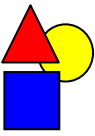
Sunday through to Thursday 07:30 – 13:45 (except Tuesday's 07:30-13:00) **All children must arrive no later than 08:30.**

### **ILLNESS**

The risk of catching a variety of illnesses at IMN causes many parents and staff members concern. We need to be vigilant at all times. Some infectious diseases are common amongst school children requiring specific medical treatment, and many require at least some time away from school.

Time out of IMN allows a sick child to recover, and minimises the risk of infection to other children and staff. It may not always be easy for a parent or care giver to judge when a child is not well enough to attend school, so the following indicators may be useful:

- Fever – a child who has a significant temperature (38 degrees or higher) in the past 24 hours should not be at school.



- Antibiotics – please remember that if your child requires treatment with antibiotics, they should remain at home for at least the first 24 hours after beginning treatment.
- Colds – characterized by fever, malaise, clear nasal discharge (or profuse nasal discharge) and sneezing. Keep the child at home if any of the symptoms are present, or if the child is too miserable to cope at school. Watch for secondary problems such as, tonsillitis or ear infections.
- Infections – Tonsillitis, Rhinitis, Sinusitis, etc are all infections. A child, who has a nasal discharge that is not perfectly clear, may also have an infection, and require medical treatment. Please keep the child home until the symptoms subside.
- Gastro-enteritis – vomiting – diarrhoea – keep the child at home for at least 24 hours after the last symptom has subsided – that is, when they have not vomited or had runny stools in the past 24 hours. Some viral causes are self-limiting; others such as Giardia require specific medical treatment.
- Conjunctivitis – red eyes – yellow discharge – this requires specific medical treatment. It is highly contagious and will not go away if left untreated. Keep the child at home until your doctor gives clearance for the child to return.
- Head Lice – Keep the children at home until treated with an appropriate insecticidal shampoo.

## MEDICATION

It is the policy of IMN that medication given to the school nurse by the parents/guardians can be administered, provided the following is observed.

- 1 that written permission/request has been recorded
- 2 the medication is administered from its original container bearing the original label/instructions and before the expiry or use by date
- 3 the dosage of the medication administered to the child is checked by a person other than the person administering the medication. When the medication has been administered, the two members of staff will sign the medication records
- 4 prior to the child leaving IMN the parents must confirm that the medication has been given by signing off in the medication records
- 5 in the event that the medication has not been given the parents must acknowledge this by stating that they are aware the medication has not been given





- 6 in the case of verbal authorisation being given in the case of emergency, the person who gave the verbal authorisation must confirm this authorization in writing within 7 days,

### **ACCIDENT OR ILLNESS PROCEDURE**

In the unlikely event that your child needs to be taken to hospital an ambulance will be called which will take your child directly to KCHC and we will call you to meet us there.

**VERY IMPORTANT:** please advise the Administration Office of any changes to contact names and telephone numbers through the duration of your child's enrolment.

Should you wish to speak with Nurse Suzy, please arrange an appointment.

### **ALLERGY REGISTER**

A child who has an illness or allergy, which can cause serious health problems, should bring this to the attention of the school nurse, staff and administration. You will be required to meet with the school nurse and to fill out a Medical Form which will be on the child's file. If your child needs to use an epi-pen it is your responsibility to provide this to the school.

**IMPORTANT – ALL STAFF ARE FIRST AID TRAINED, AND WE HAVE A QUALIFIED NURSE ON-SITE.**

### **SUN SMART POLICY**

We have a NO HAT – NO PLAY policy. Please provide hats and sunscreen for your child. These will remain at IMN until the child leaves.

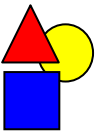
### **FOOTWEAR**

Sensible strong shoes are the most suitable. Sandals are the most appropriate in summer. Please NO CROCS or DRESSING UP SHOES (for girls). If parents prefer they bring indoor shoes in for the children.

### **SCHOOL BAGS**

A child should bring a bag with him/her containing a complete change of clothing and underwear, a pair of slippers, for morning tea a piece of fruit, dried fruit or vegetables. If your child is still in nappies then you are required to supply, nappies/cream and wipes. These will stay on the premises and when we need the items to be replenished you will be informed.

### **LUNCH**



Please choose a lunch bag that is easy to carry, store and not too cumbersome for the child. Ensure bags are easy to open and close. Please pack a well-balanced, nutritional meal for your child excluding lollies, **NUTS** and other highly sugared foods with excessive quantities of additives and preservatives. Fresh fruit and vegetables are encouraged. If you wish to send in food to be micro-waved such as pasta, we do have a facility to warm up food. Any unhealthy food will be **CONFISCATED** and thrown away.

### TOYS

Toys should not be brought to the nursery (unless for show and tell). For the younger child who is first time at IMN may bring in their comforter, favourite soft toy to help settle the child in to our routine. **IMN ARE NOT RESPONSIBLE FOR ANY MISSING ITEMS.**

### BIRTHDAYS

The Montessori birthday celebration will be done as per group. Please provide photographs from birth then every six months after that, (please note that IMN cannot print out photographs for you). We like to keep the photographs for one week where they are put onto the wall so the children can re-visit the photo's and observe the time line of your child's life. Should your child's birthday fall over a holiday or weekend period then alternative arrangements can be made. If, you wish donate a book to celebrate your child's birthday it would be highly appreciated. If you must send in cakes, please make sure that they are small with **little or preferably no icing**. Fancy cakes can be given at home. **You will be informed by your child's class teacher as to what time you should arrive, should you wish to participate in the birthday ceremony.**

### BIRTHDAY BOOK CLUB

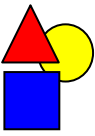
The birthday book club suggests that on a child's birthday, to remember the occasion, a donation of a favourite book, or a book from the teachers' "wish list" be made to our library.

Each book donated will have the child's name and birthday recorded in it for presentation of the book to the classroom. Your child will also have the first opportunity to borrow the book from the library.

### MISSING OBJECTS (BELONGING TO THE SCHOOL)

Occasionally a child may bring home something that belongs to the classroom environment. Please do not regard this as stealing. Explain to the child that the object is needed at school and encourage them to return it the next day.

### LOST PROPERTY (BELONGING TO THE CHILD)



It is important that all items brought to the school are clearly labeled with indelible ink. Should you lose a piece of property please check in the classroom or ask at the Administration Office. At the beginning of each term lost property is cleared out and the contents are given to charity.

### **SPECIAL NEEDS**

International Montessori Nursery is able to offer places to children who have special needs. The parents should bring with them the report from the child's Dr/Psychologist. If concerns are raised during the child's time with us we may recommend that you have your child assessed by a professional child psychologist, the child will remain out of the nursery until this assessment has been made. We would like to work in conjunction with the psychologist to ensure the child's needs are catered for.

### **WITHDRAWING A CHILD**

If a child withdraws at any time, or does not join the nursery, the registration fee and fees are NON –REFUNDABLE. The notice period to withdraw your child is **ONE FULL TERM** which shall be in writing.

IMN reserves the right to:

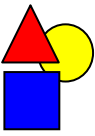
- withhold any school assessments until all outstanding installments have been settled
- refuse re-admission unless all previous outstanding balances have been settled and if installments are not paid in the manner stated herein
- to make any changes and exceptions to its Fee Policy at its discretion at any time

### **SETTLING IN PERIOD/STAGGERED START – CYCLE ONE ONLY**

At the beginning of each year IMN introduces children slowly by way of a staggered start. This ensures each child is given maximum time with the teachers to settle in and discover his/her new surroundings.

The staggered start policy is considered an essential part of the children's program and full fees apply, i.e. there is no pro rata fee reduction. A staggered start means that, your child may have reduced hours for the first few attendances. If the separation anxiety is clearly disturbing the child then we will consider reducing the days.

### **BEHAVIOUR MANAGEMENT REVIEW PROCEDURE**



If a classroom teacher deems a child's behaviour is unacceptable, the following Review Procedure will be implemented:-

- Week 1 : Parent meeting – formal discussion about a child's behaviour and strategies to overcome the problem
- Week 3: External professional assistance after consultation with parents
- Week 5: Review progress with professional and parents
- Week 7 If no progress has been made in the modification of the child's behaviour, then the Principal may request the withdrawal of the child/refuse admission to the child. Confidentiality will be maintained throughout the process.

At no stage in the process will the child be made to feel that they are a "Failure". Coping with difficulties needs to be professionally dealt with.

External assessment is a necessary part of the process. The teachers are trained educators, not social workers or psychologists. They are not trained to diagnose.

If an action program for modifying the child's behaviour takes up more than 10% of a teacher's session time, it is deemed to be inequitable for the other children.

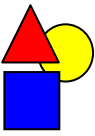
These children may be accepted at the discretion of the Teacher's and Principal, provided, the parents are willing to pay for an integration aid and if the child would benefit from such assistance.

### **Please Note:**

At any further stage during his/her education with IMN, should the teacher/principal feel that the child is having problems interacting and becoming a disruption, the matter will be discussed with the family and the appropriate intervention undertaken by IMN and family. If after a trial period the problems persist to the detriment of the other students/staff the family may be asked to withdraw the child from IMN. The family will not incur any financial penalty from this decision and this would only happen in extreme cases.

### **GRIEVANCE POLICY**

The staff are always available to discuss any problems, and, with early recognition and action through informal means, the implementation of the formal grievance procedure is not often necessary.



All serious complaints must be in writing, addressed and submitted to Administration. This will be acknowledged within seven working days of the date received.

It is always better to discuss problems when they first appear as IMN believes open and available communication with its families is a vital and necessary factor in supporting IMN's community.

**All Policy and Procedures are now available on our website. Please read them to keep yourselves informed.**

All correspondence will be e-mailed to parents so we strongly advise that you check your e-mails regularly.