SIR MANASSEH MEYER
International School



PARENT INFORMATION HANDBOOK

PRE-SCHOOL

2026 - 2027 ACADEMIC YEAR

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Pre-School Parent Information Handbook 2026-2027

Welcome to SMMIS

Dear Parents,

Welcome to the Sir Manasseh Meyer International School (SMMIS) family. We are delighted you have chosen to send your child to SMMIS.

SMMIS is a school where every child is known, valued and challenged to achieve their best. We look forward to working in partnership with you to ensure this.

Please take time to read through this booklet which has all the information you will need about joining our school. If there is additional information that you require, please look on the school website or contact the school at frontdesk@smm.edu.sg.

To ensure a smooth start, please complete the Emergency Contact Form and the School Home Agreement, and that you have taken note of the Parent Code of Conduct. At the end of this document, you will find the Home School Agreement. It has also been sent to you via Zegal—please ensure it is signed in tome for the start of the school year. Your child's admission will only be finalised once these forms are submitted.

The school Parent Teacher Association (PTA) was set up so that parents and the school can work together to create a partnership that promotes and supports the ethos, mission and values of SMMIS for the benefit of our children and the community. If you would like to volunteer for the PTA, please email PTA@smmis.edu.sg.

SMMIS is committed to the safeguarding of all of our school community, please read our Child Protection and Safeguarding Policy for further information. To see a full list of SMMIS policies, please visit our website at www.smm.edu.sg. Please refer to the school calendar on our website for a more detailed outline of school events for the coming year.

Thank you for choosing SMMIS. We look forward to a wonderful partnership and an enriching school experience for your child.



Ms Elaine
Principal

Pre-school Programme

- Full-day
- Quality care for children 3 years old through to 4 years of age
- Hours: 8:00am to 3:40pm, Monday to Thursday; 8:00am to 2:50pm on Friday. We have a staggered dismissal to ensure less crowding with the rest of the school. Pre-school children will be brought out at 3.30pm Monday to Thursday and 2.40pm on a Friday.
- International Pre-school curriculum (guided by Reggio Emilia principles)

Vision, Mission and Values

VISION

Bettering the world through a first-class education imbued with Jewish values.

MISSION

To teach the love of learning, guide the heart towards truth, and build meaningful ties with all.

VALUES

Lifelong Learning – To foster an on-going desire for the pursuit of knowledge
Love – To demonstrate dedication and devotion to everyone
Kindness – To be friendly, generous and considerate to everyone
Resilience – To overcome every obstacle and setback
Peace – To be able to work together in harmony
Community – To create a deep sense of belonging and build a vibrant community that celebrates its diversity and works together to make a difference in the world
Honesty – To be truthful, sincere and upright in our dealings
Collaboration – To cooperate with one another in order to accomplish a shared goal
Reflection – To be thoughtful and able to adapt in challenging situations
Respect – To accept somebody for who they are, even when they're different from you
Justice – To ensure fairness to everyone
Creativity – To think outside of the box
Enquiry – To seek constantly for answers when in doubt

SMMIS Ethos

Sir Manasseh Meyer International School (SMMIS) is a not for profit, child centred school that offers a rigorous International Education, imbued with the vibrancy of Jewish values, tradition and culture. We are a diverse community that welcomes students of all denominations and those of other faiths and are committed to Racial Harmony and Interfaith Dialogue. Our educational philosophy is one that teaches resilience, collaboration, independence and perseverance. We ensure that class sizes remain small, to enable each child to flourish and reach their full potential. Skills acquisition, knowledge and understanding, is at the heart of our teaching, giving the children the best possible start in life. At SMMIS we have a strong ethical foundation and engender a commitment to social action, healing the world. Our children are encouraged to see themselves as global citizens, with charity and volunteering a strong aspect of school life. We are a small school, with a strong internationally trained staff body, who ignite a passion for lifelong learning, creative thinking and inspire a curiosity in the world around us.

GOALS & PHILOSOPHY

SMMIS preschool adopts a holistic viewpoint with elements of the Reggio Emilia approach to teaching and learning, recognising the connectedness of the mind, body and spirit. We see children's learning as integrated and interconnected. We engage in an emergent curriculum and way of planning that focusses on being responsive to children's interests, strengths and abilities to create meaningful experiences. Learning through play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. Priority is placed on the individual child and on developing each child's innate curiosity and sense of wonder in a developmentally appropriate way.

Belonging

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighborhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world.
Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also for the present.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

Children's Learning:
Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing.

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning, and their right to participate in decisions that affect them, including their learning.

Viewing children as active participants and decision makers opens possibilities for teachers to move beyond pre-conceived expectations about what children can do and learn. This requires teachers to respect and work with each child's unique qualities and abilities.

Teachers' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning.

Children's early learning influences their life chances. Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning.

Outcome Statements:

Outcome 1: Children have a strong sense of identity
Children feel safe, secure, and supported

Children develop their emerging autonomy, inter-dependence, resilience and sense of agency

Children develop knowledgeable and confident self-identities

Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world
Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

Children respond to diversity with respect

Children become aware of fairness

Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing
Children become strong in their social and emotional wellbeing

Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners
Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating

Children transfer and adapt what they have learned from one context to another

Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators
Children interact verbally and non-verbally with others for a range of purposes

Children engage with a range of texts and gain meaning from these texts

Children express ideas and make meaning using a range of media

Children begin to understand how symbols and pattern systems work

Children use information and communication technologies to access information, investigate ideas and represent their thinking

Goals for each child include helping them to:

- Move along the development sequence at his/her optimum rate using learning outcomes from the Early Years Australian Framework.
- Learn through identifying children's interests and incorporating them into a play setting.
- Develop positive attitudes toward school and learning.
- Develop positive work habits and skills, such as: attention span, independence, self-help skills and following a daily routine.
- Develop foundations for reading, writing, visual skills, auditory skills, left-to-right orientation, interest in mark making, letter awareness, association of letter to sound, and rhyming, at his/her own developmental pace.
- Develop a love for literature and to become familiar with literacy and language.
- Develop cognitive skills such as: problem solving, synthesizing, analysis, and classification.
- Develop the foundations of numeracy, one-to-one correspondence, counting association of set to symbol, part/whole relationships, and measurement and graphs.
- Develop language skills, including speech and listening skills at his/her level of development.
- Learn social and emotional skills such as managing emotions, experiencing positive and rewarding relationships, compromise, cooperation, negotiation, and verbal assertiveness.
- Develop large and small motor abilities.
- Develop and understand the importance of creativity and diversity**.** We welcome every opportunity to expand the child's view of the world as a place rich in many cultures, races, religions and customs. SMMIS Pre-school is open to all families, regardless of ethnicity, religion and sexual orientation. We work with families to provide an inclusive pre-school environment for all children. Diversity extends to the family structure as well, and we are committed to the philosophy of treating all family situations equally and without bias. We respect all family's religious traditions. We encourage you to share your family's traditions with our children and staff.

FIRST DAY CHECKLIST

Please provide the following items on or before your child's first day at our programme. **ALL** items **MUST** be labeled with your child's first and last name. Blankets, soft comfort items and sheets need to be taken home and washed at the end of each week or more often if necessary.

- Formula or breast milk (if needed)
- Pacifier (if needed)
- Stuffed animal or other comfort item (if needed for separation)
- 2 complete changes of clothes
- Sippy cup/bottle
- Child-sized blanket
- Cot sheet
- Sunscreen
- Nappies (Nappy cream)
- Wipes
- Mosquito Repellent

TRANSITIONS

Home to School

It can be difficult for both parents and children to start in a new Pre-school or classroom. Here are some tips on how to help:

- We will conduct an orientation visit where you will stay with your child for an hour at school. We will work closely with you to plan for your child's transition to pre-school.
- We will start your child gradually and ask you to take your child home when the staff feel your child is ready. The timing will vary according to how your child adjusts to their new environment.
- When it is time to leave, we ask that you physically pass your child to us, rather than the teacher taking your child away from you. This sends a strong message to your child that you trust the teachers.
- **Allow time for hellos and goodbyes.** At the beginning of the semester, you can expect some children to have difficulty with separation. Allow time for transitions from home to school by staying for a few minutes to help your child ease into an activity.
- **Reminders of home** can be helpful as well. Invite your child to bring a special object such as a stuffed animal or blanket for rest time. Bringing in a family picture to display in your child's classroom is another way to ease the transition.
- **Please do not sneak away when your child is distracted.** This can make transitions even more difficult and promotes mistrust. As the parent, it is important to be as calm and relaxed as possible. If you are nervous about leaving your child, or in a hurry to leave, it will make your child feel more anxious and uneasy about the transition. Tell your child goodbye and reassure them that you will be back.
- **The teachers are there to help make it easier for you**. You can be assured that your child's teachers will be there to comfort your child and provide activities to ease their transition.
- Communicating with the pre-school teachers help children to gain confidence as they see warm, positive and friendly interactions between important people in their lives. Good communication also helps you share relevant information, so the teacher knows about- like grandparents visiting, your child's favourite books or songs or simple words in your mother tongue.
- New Classroom Transitions are based on the child's age and personal readiness. We do not automatically move a child into a new classroom on their birthday. We also cannot guarantee there will be slots available in the next class when your child has a birthday. Your child will change classes when they are personally ready, and once space is available.

Communication & the School Newsletter

You will receive the weekly school newsletter, which will update on you on past or upcoming events/notices. Teachers will upload photographs and information onto the Seesaw digital platform for each individual class. Please ensure that you check this regularly as this is the main form of communication ('window' into the learning) between teacher and parents.

If you need to discuss any issues regarding your child at school, the first port of call is usually the Class Teacher. They can be contacted either by telephone via the school office or by email. We offer you monthly calls as another avenue to be in touch with the class teacher.

We use **Seesaw** as the main communication tool to maintain school-home contact as it is the quickest, most expedient way to get information to our families. We therefore encourage parents to regularly check their **Seesaw**.

Please ensure that the school office has an updated email address for you and your family.

The chart below indicates the best person to contact for a whole range of queries; if you are in any doubt or do not know the correct email address, please address all correspondence to frontdesk@smm.edu.sg and the office will ensure it reaches the correct members of staff.

Nature of query	**Whom to contact**
Progress or behaviour	Class teacher
Student's wellbeing or family circumstances	Class teacher
Incidents and issues outside school	Class teacher
Payments including School Trip payments	Finance Office
Student absence	Front desk & Class teacher, Bus company
SMMIS Buses	Schoolber Pte Ltd
All other enquiries (or where you are unsure)	Front Desk

The ease and immediacy of email can be very useful, but it does have drawbacks. We do ask parents to join us in respecting normal rules of courtesy in emails, and to maintain the professionalism of the contact.

Staff will do their best to respond quickly to any concerns, but you will understand that this may not be the same day. We are happy to arrange meetings in person where necessary, and often more complicated issues are better addressed this way.

At many Pre-schools, parents can have daily contact at the beginning or end of the day with class teachers, and sometimes with the Principal or other senior staff. If the concern needs escalating higher, the class teacher may refer it to the Vice Principal, the Head of Preschool or other senior staff as required.

Teachers are unable to talk or meet with parents while their class is in session.

Please do not communicate with teaching staff, other parents, students, or administrators in a disrespectful or threatening manner.

OPERATIONAL POLICIES

Hours and Closures

- SMMIS hours of operation are from 8:20am to 4:00pm, Monday to Thursday and 8:20am to 3:00pm on Friday. Our school will be **closed** during all Jewish holidays and Public holidays as well as over school holidays.

  **Please see your enrolment calendar for specific dates*.

Special Occasions, Jewish Festivals and Shabbat

At SMMIS we enjoy celebrating the Jewish festivals as a community. Your children will participate in communal Rosh Hashana, Tu B'shevat and Pesach celebrations, as well as activities on Succot, Chanuka and Purim.

Every Friday the children welcome Shabbat in their classrooms. Children are encouraged to wear white or Shabbat clothes on Fridays. We will also celebrate other cultural days and National Holidays relevant to Singapore.

Authorisation to Release Child

- Only those individuals listed as authorised pick-ups are allowed to pick up your child.
- Please provide a photo of all the people authorised to pick up your child to frontdesk. A security pass will be issued, please bring it with you when you visit the school.
- In order for your child to be released to a person other than parent/legal guardian or authorised pick-up, permission must be given to the teacher in writing. Verbal permission is not enough but we can accept e-mails.

Legal Custody

The Pre-school cannot refuse to release a child to the child's parent or legal guardian who has or shares legal custody of the child. In most cases, both parents have equal custody rights unless a court or valid written separation agreement proves otherwise. If you are experiencing custody difficulties, we strongly urge you to keep the Head of Pre-school fully advised of circumstances that affect your child and their drop-off and pick-up routines at SMMIS. Divorced or legally separated parents are required to provide a copy of custody documentation. Parent records will be kept confidential in the child's file.

Parental Absence from Singapore

If parents are out of the country at the same time and guardianship of children is temporarily assigned to others, the school's Front Desk and the student's teacher should be informed of the name and contact details of the guardian. This is to ensure we can contact the appropriate guardian in case of emergency. It is strongly recommended that in such cases, a letter of guardianship be given to the temporary guardian.

ATTENDANCE POLICY, PROCEDURE AND INFORMATION

Children are encouraged to regularly attend preschool, as it is important for them to settle in well. Routine becomes part of the child's day and therefore helps to make them feel more secure and have a sense of belonging. Due to the international nature of the community in which we live, some absences from school are unavoidable. However, regular school attendance is expected as frequent absences may prevent a child from developing to their full potential.

SMMIS will call parents or guardians when a child has missed two consecutive days of pre-school to establish with parents or guardians the reason for the absence.

Drop off and Parking

Parents can park at B1 car park and bring the child to the lobby at Level 1.

Failure to Pick up Your Child

In the event that a child has not been picked up 15 minutes after their scheduled pick-up time, we will call you. **Please make sure your contact names and numbers are updated on your registration forms.**

POSITIVE GUIDANCE POLICY

Young children crave consistency and structure. They thrive in an atmosphere where they are given plenty of choices and a few simple rules to follow. We believe children need space and play opportunity to interact with their friends.

Our goal in guiding children is for them to move towards controlling their own behaviour. We avoid using techniques that will damage the child's good feelings about themselves or others.

We begin by arranging the environment to prevent behaviour problems. This includes planning interesting activities, not asking children to be still for too long, and meeting their needs for food, rest, and active play.

When children do misbehave, we positively guide them in finding a better way to solve the problem. A very young child does not have cognitive maturity and is very egocentric. It can be very difficult for them if they do not get their way. Conflicts will arise. When they do, we will guide children in a constructive manner as discipline is viewed as an opportunity to teach children better ways of handling their frustration and anger. Very young children will be redirected into other activities.

When misbehaviour includes destroying or abusing materials, the children will be given the chance to use the materials again in an appropriate manner, but if continued the materials may be put away until another day when the child will be given another opportunity to use it appropriately. When children disrupt group activities, they can choose to participate without interrupting or choose another activity which would not interrupt the group time. Small and large group activities are always optional in all classrooms.

If your child has had a difficult time, the staff will give you a verbal or written note which summarises your child's day. We will then work together with the family to assure consistency at home and at school in working with the child, and all will be discussed in a confidential manner that is respectful to your family.

Our Methods of Positive Guidance Include:

- Encouraging children to solve problems through the use of words
- Learning to acknowledge feelings and associate feelings with actions
- Redirect children to focus on a different activity in a positive manner
- Tell children what they can do, rather than what they can't do
- Continual focus on building self-help skills to strengthen self-esteem and positive self-image
- Positive reinforcement and acknowledging appropriate behaviour that should be continued in the future
- Assisting children in planning actions and language for similar situations in the future
- Modeling kind, patient, and gentle actions, words and behaviour

ACADEMIC ENRICHMENT POLICY

Through our academic enrichment policy, we aim to enable 'students of exceptional ability', and all children, to make progress commensurate with their potential, and we aim to inspire intellectual and creative ambition. We seek to inculcate in all children the will to be effective and innovative thinkers. We aim to enthuse and inspire hard work; determination; academic optimism and ambition. We aim to cultivate independent engagement, and attitudes that are vital for success in the wider world.

Our practice and procedures aim to extend academic enrichment for all students, to meet them where they are, challenging them at their level. This academic enrichment approach also provides specific support for students who show special passion, interest, engagement, commitment, or enthusiasm (PIECE) in any area of the curriculum.

We use a wide range of strategies to identify students demonstrating passion, interest, engagement, commitment, or enthusiasm (*PIECE*) in a subject or area, and record these in our centralised *PIECE* registers. The Heads of School in the Pre- School, Primary School and Senior School will share information relating to students' academic performance to ensure a smooth transition between schools.

SMMIS has a process of identification and review. The Pre-School PIECE registers are evolving documents that are reviewed at least once each semester. The identification process is inclusive and designed to identify students with potential as well as those already performing at a high level, using the growth mindset understanding of the *PIECE* attributes outlined above (rather than a percentile from assessments). Our identification strategies do not disadvantage any group of learners on the basis of circumstance, ethnicity, gender, disability or specific learning needs, because there is no limit on who can show passion, interest, engagement, commitment or enthusiasm.

Identification methods are based on attributes and observations first, and data second, and could include the following identification methods as based on passion, interest, engagement, commitment, or enthusiasm (PIECE) in any area of the curriculum:

- Data from assessments.
- Teacher observations.
- Child demonstrating a special interest in an aspect of the topic in class.
- Monthly check in calls and parental communication that reveals a child has PIECE in something.

Our goal is to meet the needs of every child at SMMIS Pre-school by acknowledging that all children have their own additional needs at one time or another. We are often the first educators to identify these needs, and we see facilitation of early intervention services as a critically important aspect to our work with young children. We closely watch the development of all the children in our care and, should we have a question, we will take the following steps. Throughout this process, we ensure that the confidentiality of every child is protected:

- We will document development and note when behaviours seem outside the developmental range over time for children of this age (through anecdotal notes, and samples of work) and meet with the Head of Pre-school and the SENDCO.
- We will contact the family and communicate our concern in writing and verbally. We may request their permission to arrange for a screening. If the family agrees, we will help to coordinate a screening through the appropriate system or agency for that family.
- If the family refuses to pursue a screening or to cooperate with the school's suggestions and systems, and the need presented by the child requires additional programmatic resources, families may be asked to assume the costs of those additional supports for their child's inclusion in the Pre-School programme. The Principal will be responsible for the hiring and supervision of the additional staff.
- If the screening indicates an area of concern in a child's development, teachers, head of preschool, and parents will meet with the SENDCO or external agency and develop an Individual Learning Plan for the child in writing.
- Typically, these plans will involve modifications to our classroom environment or practice, and guidance will be provided to teachers to support their work.
- In some cases, we may recommend that a child be enrolled in a different, more suitable, programme, where there may be more resources available to provide the necessary early intervention.
- In some cases, certain adaptations to our programme may be impossible (an additional teacher at the cost of the family, for example) and we may therefore recommend a different placement for the child. Please know that wherever possible, we will draw upon all available resources to meet the child's needs.
- Specialists may determine that we are unable to serve the child well enough to meet their needs. Staff and administrators will let the family know as early in the year as possible if this is a possible outcome, so that the family can pursue other placement options. The family will be notified verbally and in writing.
- There are three main considerations when asking a child to leave: a) has implementation of strategies over time resulted in improvement, or have the concerns persisted or escalated? b) Is the Pre-School programme able to meet the needs of the individual child at the same time as the needs of the group as a whole? c) Is there a safety issue regarding the child or other children in the classroom? Each case is considered carefully and individually, and we will apply every recommended strategy to support the child's progress before considering termination

SMMIS Pre-school will integrate children with disabilities and other special needs (such as chronic illness) and children without disabilities, in all possible activities.

Children with special needs and their families shall have access to and be encouraged to receive a multidisciplinary assessment by qualified individuals, using reliable and valid age and culturally appropriate instruments and methodologies, before the child begins SMMIS Pre-School. The multidisciplinary assessment shall be voluntary and focus on the family's priorities, concerns, and

resources that are relevant to providing services to the child and that optimize the child's development but there will be cases where we require an assessment report prior to the child beginning at the school.

An Individual Learning Plan (ILP) and any other plans for support services may be developed for children identified as in need of one in collaboration with the family; representatives from the specialist disciplines and organizations involved with the child and family; the child's health care provider; the staff of the faculty (depending on the family's wishes), and the agency's resources and state laws and regulations.

If a child has an ILP, the SENDCO will be responsible for coordinating care within the faculty and with any caregivers and coordinators in other service settings, in accordance with the written plan.

A child with special health care needs shall have a special care plan on file that includes emergency contact information, health provider, triggers, signs and symptoms of the condition and treatment instructions.

In all cases, we always place the best interests of our children and families at the center of all plans, and work with the family and with community partners to ensure that the most appropriate plan is developed.

Steps for Addressing Behaviours:

- The behaviours of children shall be addressed by the classroom staff as outlined by our Positive Guidance Policy. This could include positive reinforcement for any appropriate behaviour, redirection, reminders of classroom rules, modifying the classroom environment, or the teacher may respectfully help the child gain control when necessary. Classroom staff shall observe all children and document these behaviours to help ascertain any patterns or precipitating factors of the problem behaviour. A strategy will be put into place and observed over a specific period for any improvements. At no time shall the staff use shaming, withholding food, or physical punishment.
- When a child exhibits a problem on a continual basis over an ascertained period of time, that is not resolved through the appropriate behaviour management strategies, the classroom staff will meet with the Head of Pre-school to document the problem behaviour and ask for further guidance.
- If the behaviour problem is still not resolved, using strategies that the teachers have already put in place, the SENDCO will become involved and will request a meeting with the child's parent(s), to discuss the root of the behaviour. The Head of Pre-school, Parent(s), SENDCO and Teaching staff will collaborate on the development of strategies to resolve the problem behaviour. During this process, the teaching staff will keep the Head of Pre-school, SENDCO and Parent(s) informed of the progress in resolving the problem. Observations will be documented, and a copy will be given to the Parent(s) and placed in the child's file. If a child's behaviour results in the injury of another child or staff member, that child's parent(s) will be notified as soon as possible, and written documentation will be given and placed in the child's file.
- If the pre-school staff feel that they need further assistance in resolving the behaviour problems, the faculty may, with parental permission and at their cost, request the assistance of an outside agency. If the preschool staff feels the behaviour may as a result of a special need, the faculty may, with parental permission, refer the child for an evaluation. If parental permission is refused, and the problem behaviour continues, the continued enrolment of the child will be reconsidered with the provisions listed below.

If the results of an outside evaluation suggest the need for accommodations due to a learning difference, the faculty will provide these, or other appropriate accommodations, as long as they are not an undue hardship on the day-to-day functioning of the faculty. In some cases, certain adaptations may be impossible (an additional teacher at the cost of the family, for example) and we may for these reasons recommend a different placement for the child. Please know that wherever possible, we will draw upon all resources to meet the child's needs.

- If all of the above steps fail to resolve the behaviour problem, SMMIS may ask the parent(s) to obtain care for their child at another pre-school. SMMIS will provide the parent(s) with an appropriate amount of notice and will try to assist the parent(s) in obtaining alternative care and resources.

- Written documentation of all the steps above will be given to the parent(s) and placed in the child's file.

A strategy that the Pre-school uses is the Behaviour Guidance Strategy Chart. This form is used to write down details of what the teacher is observing. It is very important that the language used is objective and not subjective. The teacher takes notes from several observations. The notes are reviewed. Teachers question whether common patterns/ similarities are seen? Does the behaviour happen at the same time every day? Is it during large group time? During transitions? This will help to know what the triggers are. Once the patterns, commonalities and / or triggers, are determined the teachers can develop a strategy for the child. The strategy is listed on the form. Teachers observe the child and make notes of the response of the strategy and make sure all staff who work with the child are aware of the strategy. Teachers are consistently applying the chosen strategy. Teachers are specific about the amount of time and make changes as needed. Parents are informed of the strategies and work as a collaborative partner with the teacher.

Non-discrimination Policy

It is prohibited for any SMMIS staff member to discriminate in the enrolment of children and families at SMMIS Pre-school based on race, color, religious creed, handicap, ancestry, national origin, age, sex, veteran status, disability, marital status, sexual orientation, pregnancy or citizenship status.

Confidentiality Agreement

All records provided regarding your child and family finances are confidential. We also ask that you respect this confidentiality by not asking staff to discuss your child or other children outside of SMMIS pre-school. The staff at SMMIS preschool understand the importance of this policy and feel uncomfortable when asked to discuss confidential issues concerning children in the programme. We encourage you to bring up child and preschool issues with the Nursery teacher in the first instance. This can eventually include the Head of Primary if necessary.

All information about families and staff, including life circumstances, is kept confidential. No personally identifying information will be released or discussed outside the programme.

Programme Curriculum

All classrooms utilise the 5 Learning Outcome Statement approach to learning, which is a comprehensive, rigorously researched curriculum model that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child. Each classroom environment is set up around SMMIS pre-school:

Process Art

The Process Art Area is a place filled with materials that children can enjoy on a purely sensory level. Here children can create and represent their ideas in a visual form. On a table or the floor, at an easel or a workbench, children draw, paint, knead, cut, glue, and put together unique products of their own choosing. Sometimes they simply explore the materials and enjoy the process. At other times they create designs or make something that represents a real object, place, or living thing. Process art is another language children use to express what they know and what they feel.

Reading/ Mark making

The reading area is inviting and engaging with a variety of picture books, stories and information books for children to access throughout the day. Children are encouraged to make marks. Children practice holding a pencil and make marks by attempting to control their muscles. This enhances their physical development by improving their fine motor skills and developing hand– eye coordination.

Dramatic Play

In the Dramatic Play Area, children break through the restrictions of reality. They pretend to be someone or something different from themselves and make up situations and actions that go along with the role they choose. When children engage in dramatic play, they deepen their understanding of the world and develop skills that will serve them throughout their lives.

Blocks

Blocks naturally appeal to young children because they feel good to the touch, are symmetrical, and invite open-ended explorations. When children construct, create, and represent their experiences with blocks, they grow in each area of development.

Science/Discovery

The Science Area is a place to find answers to questions. It is a place to spark curiosity and wonder using new and interesting materials. In the Science Area, children can use their senses to touch, feel, taste, smell, and see. They can act on objects and observe what happens next. Teachers help nurture children's curiosity by joining children in the Science Area and posing questions. Children respond by using their thinking skills to investigate and explore. In the Science Area, all areas of development can be enhanced.

Music and Movement

Music naturally delights and interest's children. By including time for music and movement, we provide an outlet for children's high spirits and creative energy. Music and movement experiences help develop both sides of the brain (an important finding in recent brain research) and contribute to children's social/emotional, physical, cognitive, and language development.

Literacy and Language

We follow Phase One of the All Aboard Phonics. Phase one concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in phase two. The emphasis during phase one is to help children become attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Numeracy
We follow the Growing with Mathematics programme which views children as active learners who construct their own mathematical understanding through interacting with their environment and peers with teacher support. A large variety of materials and manipulatives are used in order to learn essential math concepts.

Sand and Water
Play with sand and water involves sensory experiences that appeal to young children. They need little introduction to playing with these materials. While sand and water play can delight the senses, it also can challenge children's minds and promote all areas of development.

Messy Play
This is all about exploring, there is no right or wrong. Young children can engage in unstructured exploratory play which focuses on experimenting with different materials without an end goal. This allows children to make their own discoveries using their senses, curiosity and knowledge while learning to take risks, learn social skills, improve their fine motor skills, attention spans, language and problem - solving skills.

We believe children learn and develop skills and confidence through active engagement with these centres and each other. Children are encouraged to explore activities and materials at their own pace which have been planned to stimulate each of the five developmental areas (social, emotional, physical, language, and cognitive). It is our goal to create a nurturing environment where a child's natural love of learning will thrive. Teachers plan to create developmentally appropriate experiences that focus on the developmental needs of the individual children and the group and embedded in the children's interests. We desire to partner with you regarding your child's care and education. Please take the time to communicate daily with the teaching staff regarding goals you may have for your child.

Communication

Communication is a critical component of a quality programme. Please watch for announcements through:

- E-mail **(please make sure we have an updated address for your family)**
- Seesaw
- Weekly Newsletter

Children's Daily Forms/Chart Sharing information is not always easy since parents and teachers are busy. If you have a concern or special insight that would help us with your child, please visit or email your child's teacher, call and leave a message, or drop a note for the Head of Pre-school at the Front Desk. This will make things go smoother for your child, you, and the pre-school. **Your input is very important and always welcomed.**

Parent Teacher Student Conferences

The teaching staff works hard with the Head of Pre-school's support to observe, assess, and create developmentally appropriate experiences that meet your children's goals. Twice a year we hold Parent Teacher Student Conferences. We expect you to partner with us and attend the conference for your child/children to maximize their learning experience and prepare them to enter grade school with the necessary school readiness skills.

What to Expect at Your Parent Teacher Student Conference
Your child's teacher(s) will have compiled observations and an assessment portfolio individualized for your child, prepared for your conference.

- The teacher(s) will begin the conference by asking if you have any questions regarding your child's development, so he/s he can best know what areas of development to focus on.
- The teacher(s) will then proceed to go over those areas of development, highlighting strengths and areas of growth, as well as the next steps individualised for your child.
- The teacher(s) will also present photo documentation of your child's development, creative artwork, and writing samples.
- Before the conference concludes, you and your child's teacher(s) will set goals and discuss areas that you would like to focus on for the remainder of your time in our programme, both at school and at home.

CLASSROOM POLICIES AND PROCEDURES

Toileting
When the parents and staff feel a child is ready, they will work together to create a supportive, positive approach to toileting. Older children are encouraged to use the toilet several times a day. The routine helps the younger children realize what is being asked of them. We never force a child to sit on the toilet. Our bathroom is an 'Open Bathroom' where the children use the toilet together. If a child asks to use the bathroom alone, staff stand with their backs to give them privacy.

Hand Washing
All staff and children are required to wash their hands upon entering our classrooms. When you and your child arrive at school, please assist your child in this procedure. We require the children to wash their hands often at school. This enables us to decrease the exposure to communicable diseases.

Children and staff wash their hands:

- Upon arrival for the day
- Before and after meals and snacks, including bottles
- Before and after administering medication
- After using the bathroom, assisting with toileting, or diapering
- After outdoor play
- After playing with or handling animals
- After cleaning or taking out garbage
- After encountering bodily fluids including breast milk
- Before and after using sensory tables
- Any time hands are visibly soiled

Rest Time
We provide mats for all children. While all children may not sleep, they are all required to rest during this time as sleep is a natural by-product of rest. Please do not request for child to be kept awake during this time, as it is healthy for children to sleep if they are tired, even a rest rejuvenates them for the continuation of their day. We ask that there are no drop-offs or pick-ups between the hours of 12:30pm-1:30pm, as this time is critical in easing the children into a restful state. Parents may enter the room but are reminded that any loud disturbances may wake the children. Blankets and soft toys must be taken home and washed weekly. After a period of rest for all children, the non-sleeping children will have the opportunity to engage in quiet and sensory play.

Outdoor Play

Outdoor play is part of the early childhood curriculum. We will go outside every day except when there is a dangerous level of haze

We encourage toys to stay home unless needed for the following:

- Comfort item to assist children with transitions
- Show and Tell in your child's classroom (Please check with the teacher)
- One soft sleeping toy (must be able to fit in child's cubby)

Daily Schedule

Your child's classroom schedule is placed on the board for all to view. We do our best to maintain flexibility within the schedule to make sure we are following the child's lead and accommodating their needs. Each individual classroom has an area where the schedule, and any changes that will be made to the routine or environment are posted. Please note when your child will be doing certain activities. This will enable you to talk with your child regarding what they did at school.

EMERGENCY PROCEDURES

Fire Drill, Evacuation and Invacuation

Fire drills, evacuation and invacuation drills are conducted for everyone's protection. During these drills it is imperative that students remain silent, follow instructions given by the teacher, and carry out all directions in an orderly fashion. Parents visiting the school during a fire drill are expected to participate and evacuate the building by following instructions.

Emergency Drills

We are required by law to do fire drills at least once every six months. Fire drills are held on random days and times. We practice evacuating the classrooms, meeting on the playground, accounting for all staff and children, etc. We discuss the importance of the drills with the children and talk about any fears they may have.

Evacuation Procedures

If we are advised to evacuate the building because it is deemed unsafe for us to remain in our space, we will gather in the front car park.

HEALTH RELATED ISSUES

Special Diet

It is your responsibility to notify the pre-school if your child has a known food allergy and/or a specific diet. Please give us or fax us a doctor's signed statement to put in your child's file.

For your child to attend SMMIS pre-school, he/she must be well enough to eat the meals from school and snacks provided by home. They must also be able to go outdoors. If your child exhibits symptoms of illness **(fever, vomiting, diarrhea, sore throat, frequent cough, heavily running nose, frequent sneezing, unknown rash, Conjunctivitis (pink eye) etc.)** during the 24-hour period prior to scheduled attendance at the center, your child **should be kept home** until the symptoms mentioned have disappeared or a note is obtained from your physician stating that your child does not have a contagious condition. Children must wait 24 hours after the last fever, vomiting and diarrhea episode. Please note with Conjunctivitis your child cannot attend the center until he/she has been on medication for 48 hours (about 2 days).

Sick Child Pick-up

Children who are mildly ill and do not exhibit any of the following conditions may attend. Children must be able to participate in activities (which includes outside time and gross movement activities).

If children develop any symptoms while at SMMIS Pre-school, the child will be separated from the other children and parents will be contacted. Arrangements should be made to pick up the children as soon as possible. If you cannot be reached within 15 minutes, an authorised person from the registration forms will be called to pick up your child. Please make sure your registration forms are updated.

Injuries

Every effort is made to keep your child safe; however, children are likely to acquire bumps, bruises, and scratches during their early years. An "Accident/Incident Report" will be filled out and will be placed in your child's file. All injuries will be notified by phone and or email. If our staff think the injury warrants emergency treatment, an ambulance will be called, and your child will be taken to the nearest medical facility (Primary Children's Hospital). You will then be notified immediately.

Medication

If your child does have an illness that requires medication, the following policy will be in place. No over-the-counter medicine will be dispensed except for diaper rash ointments, teething gel and sunscreen. Many antibiotics and other medications can be administered 1 or 2 times per day. When visiting the doctor for your child's illness, please request medication that can be administered in the morning before childcare and the evening after leaving childcare. In the event your child is placed on prescription medication that needs to be administered during the day the following will be applied:

- All medication must be given to a staff member upon arrival at the center and will be stored out of reach of children. No medications should be left in cubbies.
- Prescription medication must be in the original containers, with the child's full name, have the original pharmacy label and date clearly marked on the prescription. Must have a child safety cap.
- Medications must be accompanied by a medication permission form. No medication will be administered if there is not a current form signed with date and submitted.
- Medication will only be given by the director or director designee between 12:00 and 1:00. This coincides with lunchtime. Other doses must be arranged to be given at home.

The school has the right to refuse admittance of a student if the school nurse believes that such entry may cause further infection to others.

Infectious or Contagious Diseases

The isolation periods for children suffering from such illnesses are given below and should be followed in all cases:

Illness	**Incubation Period**	**Isolation of Student**
COVID-19 Positive (C^+)	02-14 days	Tested ART positive but feeling well, you may attend school with a mask on. Please inform school that your child is tested positive. Test ART positive but feeling unwell, please see a doctor and rest at home. Please also inform teacher and frontdesk.

Chickenpox	14-21 days	Until all scabs are dry
Fifth Disease (slapped cheek)	4-21 days	Not infectious after appearance of rash
German Measles	14-21 days	4 days from the appearance of rash
Hand, Foot & Mouth Disease	4-6 days	Until all sores have healed
Measles	10-14 days	4 days from the appearance of rash
Mumps	14-21 days	Several days after appearance of swelling

Other childhood conditions

Illness	**Isolation of Student**
Conjunctivitis	Exclusion from school until eyes are back to normal
Head Lice	Exclusion from school until treatment has started
Impetigo	Exclusion from school until treatment has started
Verucca	Sores must be covered before participation in any aquatic activity

Immunisations

Your child must be up to date on immunisations as required prior to enrolment at the pre-school. After admission to the pre-school, you are responsible for regularly updating your child's health files to reflect current immunizations.

Haze Action Plan

Our students' well-being remains a key priority, and teachers will be on the lookout for students who are unwell or have pre-existing lung or heart conditions.

As children respond differently to haze, parents should ensure that their children always have their medication, such as inhalers for asthma, with them, or arrange to care for them at home. They should also take their children to seek medical attention if they are unwell.

Continuity plan

SMMIS has a haze management plan and are ready to implement the appropriate measure as required. We will also adjust the level and nature of our activities based on the 1hr-PM2.5 readings, which may change throughout the day. A broad overview is as follows:

24-hour Pollutant Standards Index (PSI) forecast	**Measures**
< 100 (Good or moderate)	Continue with normal activities Note: While the health advisory provides general precautionary advice, everyone's reaction to pollutants may vary. The amount of physical activity or exertion that can be performed also differs according to your health status or capacity. Persons who are feeling unwell, especially the elderly and children, and those with chronic lung or heart conditions, should seek medical care.
101 – 200 (Unhealthy)	Schools will avoid strenuous outdoor physical activities that will require a lot of energy or effort and continuous exposure for several hours. Students who are unwell, or have pre-existing lung or heart conditions, will be exempted from all outdoor physical activities.

	Where possible air purifiers to be turned on in an enclosed indoor space. Students and staff who are unwell will be temporarily accommodated in an air-conditioned room with an air purifier, before they are taken to seek medical attention. Parents of these students will be notified.
201 – 300 (Very unhealthy)	Schools will avoid outdoor activities and indoor physical activities. All students will be in an enclosed indoor space with air purifiers. Students and staff who are unwell will be temporarily accommodated in an air-conditioned room with an air purifier, before they are taken to seek medical attention. Parents of these students will be notified.
> 300 (Hazardous)	If PSI reaches 'Hazardous' level during school hours: Schools will avoid outdoor and indoor physical activities and scale down lessons. All students will be in an enclosed indoor space with air purifiers. Students and staff who are unwell will be temporarily accommodated in an air-conditioned room with an air purifier, before they are taken to seek medical attention. Parents of these students will be notified.

School closure

We will follow the MOE guidelines about school closure: when the air quality forecast for the next day is 'Hazardous' (24-hour PSI>300). The closure will be announced at around the same time that the health advisory is released. Schools will contact parents to inform them.

We seek parents' understanding that relatively short notice could be given for any announcements of school closure. We encourage parents to make care arrangements in advance for such an eventuality. Parents who are unable to make alternative care arrangements may continue to send their children to school, and teachers will supervise them. School-based student care centres will continue to operate for their existing students.

INFORMATION

School Lunches and our Kashrut Policy

Breakfast will be provided between 8:00am and 8:30am consisting of toast, cereal milk or water to drink. A morning snack, consisting of fruit and/or vegetables, is sent from home and is served to the children with a drink of water. All children must bring their own water bottles (clearly labeled) to school. Parents provide morning snacks for all children in; Pre-Nursery and Nursery.

A hot, kosher lunch is provided at SMMIS. Nutritious and varied home cooked meals are prepared fresh in the building each morning. In addition, we provide a salad bar for our students to encourage healthy eating. A copy of the menu will be e-mailed to you each week with the school Newsletter.

An afternoon snack is given to the children, usually fruit, and is provided by the school.

As a community school serving the entire Singapore Jewish Community, we are sensitive to the needs of all our families. Therefore, it is a strict school policy that no food is to be brought into school from home (for meals, snacks, birthdays etc).

We have many students at SMMIS who have life-threatening allergies to nuts and all nut products, even physical contact with any of them. These children can go into anaphylactic shock that can result in death. Therefore, no nut products, including peanut butter, will be allowed on campus.

Birthdays

Since birthdays are a happy time, we would like to make your child feel special on that day. For a minimal charge, the school will provide a kosher birthday cake, please ensure you give the kitchen a minimum of 5 working days' notice. Please order your cake at frontdesk@smm.edu.sg.

Due to our kashrut requirements, no other sweets or snacks from outside should be brought in to the school. We encourage parents and siblings to celebrate their child's birthday with us at the classroom party.

Party Invitations

If you wish to distribute your child's birthday party invitations at school, please ensure that all children are included. If more than half of the girls or half of the boys are invited to a party, all the girls or all the boys should be invited to the party.

Out of respect for those children who are Shomrei Shabbat, (Sabbath observant), parties should not be scheduled on Friday evenings or Saturday. Please ensure that food served at the parties is kosher.

School Uniform

School uniform is available for students of Pre-Nursery and upwards.
SMMIS uniform can be purchased online with the link below.
Website: https://www.smmis.schooluniforms.sg/
Password :SMMIS8932
Uniform order form and policy here.

Bibi & Baba Retail shop at Orchard Rd address:
#02-28 Far East shopping Centre
545 Orchard Rd , S(238882).
Tel: 6732 7022.

Retail Opening Hours
Mon to Sat: 10:00 am to 7:00 pm
Sun: 10:00 am to 6:00 pm.

You can buy the school uniform from Bibi & Baba at the beginning of the year. It is also available throughout the school year.

Pre Nursery and Nursery
All Students
Closed shoes, no sandals, no shoes with lights
Friday Shabbat clothes (white)
If girls are wearing leggings they must be navy, blue or black

Girls: Blue school dress
Boys: Blue school polo shirt and khaki school shorts

Field Trips

- Field trips and walks away from SMMIS pre-school are a part of the curriculum. Children enjoy the opportunity to explore and learn from the resources throughout the community.
- Methods of transportation include the private buses, and walking.
- For all fieldtrips, an email will be sent notifying parents of the date, time, destination, and means of transportation at least 3 days in advance.
- Written parental permission is required before your child may participate in any field trip.

- All field trips are approved by the Head of Pre-school and are planned to ensure a positive experience for the children at SMMIS preschool.

Photographs & Media

SMMIS pre-school staff will use the preschools iPad to document children's activities. These photos are primarily used to document your child's progress and may be hung up for viewing in pre-school. You will receive a release form during the registration process, granting or declining permission to SMMIS pre-school and all staff to use still, motion, video or audio recording of your child's image for use in conjunction with the production of visual bulletin boards, social media or other educational purposes.

Change of Address and Phone Numbers

If your address or phone number changes, please inform Front Desk (frontdesk@smm.edu.sg) **immediately.** If we do not have the current phone number, it is difficult to notify you should an emergency occur.

Volunteer Policy

Families are always welcome and encouraged to volunteer and spend time in the classrooms. We ask that families assist the teaching staff in promoting our programme policies and mission. Disciplining any child, including that family's, must be left up to the teaching staff to ensure consistency with our positive guidance policy. In the event a family is inappropriate in the classroom, or is not following programme policies, they may be asked to immediately leave the classroom, and this will be left up to the Head of Pre-school's discretion.

Ways for families to help out include:

- Volunteering in the classroom – make sure to coordinate with your child(ren)'s teacher(s) to ensure that you have something to do while in the classroom (reading to the children, working on a project, helping with a walking field trip, etc.)
- Making things like play dough, cooking, etc. for your child(ren)'s classroom
- Donating items (recyclables, anything that could be used for art and craft, etc.)
- Kabbalat Shabbat

Visitors to the School

For the safety of our students, all visitors must sign in at the Main Gate and wear a visitor's badge before entering the campus during class hours.

Please do not walk onto campus because you think everyone knows you – not everyone does, especially the students, and they are looking for a visitor badge on anyone they do not know.

Classroom time is precious and therefore cannot be compromised. To ensure the confidentiality of our students and to prevent unnecessary distractions, visits during class instruction time are not allowed**.**

The only student visitors allowed are those considering possible enrolment.

Parents Code of Conduct

Overview

SMMIS has a well-earned and highly respected reputation both within Singapore and internationally. We believe that all those involved in the school community play a part in ensuring that the reputation of the School is upheld and reinforced.

It is expected that all adults, including staff, parents, carers and visitors, will model the behaviour and values that the School instils into its students. All members of our community are entitled to be treated respectfully, feel safe and be free from any form of harassment and discrimination.

Guiding Principles

All parents and carers shall abide by this Parents' Code of Conduct.

In the event of any breach, the school reserves the right to exclude the offending parent or carer from the school premises, and/or remove their child or children from the school roll, whether temporarily or permanently.

Each parent agrees on a joint and several basis, to indemnify and hold the School, its staff and governors, harmless from all claims, demands, proceedings, liabilities (including liability to third parties), penalties, awards, losses, expenses and/or costs (including without limitation, legal costs on a full indemnity basis), due to or arising out of any breach of this Code of Conduct.

Code of Conduct

This particular code of conduct outlines the responsibilities of all parents and carers to promote appropriate and positive conduct in all dealings with the School, either on or off campus as follows:

- Work in partnership with the School to enhance the learning outcomes and support the well-being and conduct of their child.
- Support education staff in maintaining a safe, secure and respectful learning environment for all students.
- Contribute positively to behaviour, academic and other personalised support plans that relate to their child or the child in their care. SMMIS is committed to a child- centred approach and does not condone any form of physical disciplining of children.
- Work in partnership with the School to encourage the respectful and responsible behaviour of SMMIS students outside of school – whether in public or at private social gatherings.
- Understand that risk-taking behaviours that may occur outside of school almost always have an impact at school and/or within the school community.
- Do not use threatening behaviour nor harass any member of staff or student.
- Respect and comply with reasonable requests or directions from the School educational and support staff.
- Voice any concerns that they have directly and solely to the School using the the usual channels of communication. It is not acceptable to lobby support from other parents or the public in pursuit of a private and individual concern.
- Do not issue, via email, phone, social media or other such platforms, malicious, inflammatory, critical, defamatory, abusive or threatening messages or statements in relation to the School or its staff.
- Ensure that all communication with SMMIS employees is measured and reasonable and devoid of any comments against them in their personal capacity.

SIR MANASSEH MEYER International School

SMMIS Home-School Agreement for _____ (student's name)

The values of SMMIS, shine through all that we do. We promote excellence in all of our students: teachers, children and parents work in partnership so that every child can realise their unique potential. Students will leave SMMIS as responsible and communally active young adults, numerate and literate, with a love of learning and proud of their identity as International and Jewish citizens. Our curriculum and Jewish Education programme, inside the classroom and beyond, encourages all students to make informed choices about their lives.

	As a Student, I will	As a Parent, I/we will	As a School, we will
Ethos	Be kind and speak politely to everyone in school. Respect other children and all school staff. Respect and care for the School and the local community. Respect the Jewish beliefs and practices of the whole SMMIS community. Follow all requests at the first time of asking. Keep hands and hurtful comments to myself. Respect the rights and property of others. Respect the school's kashrut policy. Accept responsibility for the things that I do.	Support and celebrate the school's ethos and respect the Jewish beliefs and practices of others. Support the school's Behaviour Policy and avoid criticising the school in front of students. Encourage a positive attitude towards my child's education and our school. If I have any concerns I will come and discuss them with you. Support the school's kashrut policy.	Ensure that the Jewish beliefs and practices of the community are taught in an inclusive and respectful way. Provide a safe and positive learning environment. Set clear expectations for behaviour, punctuality and attendance. Teach your child to develop a positive attitude to those around them regardless of gender, race, culture, belief, values, age and need.
Learning	Be actively involved in all aspects of school life. Try my best in all that I do.	Attend meetings, events and parents' evenings where relevant. Help my child to learn.	Provide an outstanding, inclusive, broad and balanced education. Ensure that our learning environment is stimulating and challenging. Celebrate your child's academic and personal achivements.
Beyond the Classroom	Respect and represent the school with pride, decency and integrity at all times, including on the journey to and from school. Take care of the building, equipment and resources.	Encourage my child to be a thoughtful, moral and proud member of the SMMIS and wider community.	Provide a range of activities which enrich and develop learning beyond the classroom. Provide guidance to students. Care for your child's safety and well being by observation and listening.
Homework and equipment	Be responsible for my school and homework. Work hard and be organised in completing home learning to meet deadlines reliably. Wear the correct uniform and have the correct kit and equipment.	Support children with their homework. Ensure that my child's homework is completed on time. Ensure that my child has the correct uniform and kit/equipment.	Set and mark homework regularly and effectively ensuring that it is differentiated and achievable. Ensure the learning environment is equipped and resourced. Clear information will be provided to enable you to assist your child.
Attendance and Punctuality	Be punctual to school and to lessons. Attend school to the best of my ability.	Ensure that my child attends school punctually and regularly. Inform the school of any absences and request 'known absences' in advance.	Inform parents of any unexplained absences and provide attendance figures on request and in reports.

Communication	Speak to my teacher or another member of staff if I have a difficulty. Ask for help if I need it. Tell a member of staff if I am worried or unhappy. Ensure that all communications are taken home.	Inform the school via their teacher about all relevant matters of concern at the earliest opportunity. Read all communication sent by the school and respond promptly where relevant. Communicate with school staff in a respectful and courteous manner.	Ensure that parents and carers receive regular reports on student progress via formal reports, letters, newsletters, ICT, meetings. Provide clear information and encouragement to students regarding progress and attainment through written reports, shared targets and coaching and other opportunities. We will celebrate your child's success and explain how we can support them in their areas for development. Respond to parental concerns promptly and effectively.
Safeguarding	Speak to my teacher or another member of staff if I am worried about myself or any of my peers.	Read and adhere to the safeguarding policies and procedures of the school.	Keep our safeguarding policy and procedures up to date. Uphold our safeguarding policy and procedures

Signed:

_____	_____	_____
(**Student)**	**(Parent)**	**Elaine Robinson** **(Prinicpal)**

REVISION TABLE

Version	Description	Effective Date
00	Initial Release	1st August 2026
01	Added the section for Haze Action Plan	16th October 2026