The International Division teachers agree that homework forms an integral part of the child’s educational development.

**The purpose of homework**
- To reinforce concepts which have been taught in class
- To practise basic skills (e.g. mentals, spelling, reading)
- To provide revision/extension work for individual students (if needed)
- To allow time for research
- To establish a routine, creating good work habits for the future.

**Activities that make up homework include:**
- Reading: home readers, comprehension and cloze passages, vocabulary
- Spelling: spelling/dictation practice
- Writing: journals/diaries, text development, grammar worksheets/textbooks
- Mathematics: mental maths skills, practical applications, puzzles, games
- H.S.I.E.: research and/or projects
- Science: research and/or projects
- Japanese: vocabulary practice, writing & reading characters

**Amount of time to be spent on homework:**
This varies from year to year. The following is a guide of the approximate time per night (Monday through Thursday) that the children should allocate for homework:

- Year K: 15 - 20 mins*
- Year 1: 20 - 30 mins
- Year 2: 20 - 30 mins
- Year 3: 30 - 45 mins
- Year 4: 30 - 45 mins
- Year 5: 45 - 60 mins
- Year 6: 60 mins

* Note: Year K have home readers in Terms 2 - 4. Other homework may be introduced in term 4.

Extra time may be used when working on projects. If work is completed earlier, then more reading for pleasure can be encouraged. When weekly homework is set by the teacher, some children may wish to complete the work early to allow for more free time later in the week.

**The role of the teacher**
- To set the homework either on a daily or weekly basis (teacher’s discretion)
- To expect work to be completed by the children from Monday to Thursday [Some weekend activity may be allocated e.g. journal/project (teacher’s discretion)]
- To organise times for checking the homework and monitoring student progress
- To ensure that the work is marked/checked regularly (by the teacher)
- To communicate individual class homework guidelines with the parents, outlining the class teacher’s expectations and the role of the parent.
The role of the parent

Parental involvement in monitoring homework assists in setting good patterns of study. It is a good opportunity for parents to observe and play a part in their child’s progress.

- To provide a suitable workplace
- To allocate a special homework time
- To support and supervise, encouraging independence. Assist and give guidance when necessary, and resist the urge to do the work for the child
- To check after completion and report any problems with application to the class teacher.

Each grade is different. Each teacher has different expectations. With parental support, homework should become a meaningful part of the child’s learning and set good patterns of concentration and application for the years of study ahead.

Action taken when homework is not completed

Asking parents to check that work is completed is meant to avoid the need for action. Homework becomes a student-parent-teacher responsibility. All class members are expected to complete the work set. It is important that standards are met within the class.

- If the child has another commitment the parent should write a note and the child should complete the work as soon as possible.
- If the child is absent, the teacher will decide if the work should or should not be completed.
- If a child does not complete his/her homework regularly, he/she may have to catch up during part of lunch-time break.
- A comment may be made by the class teacher on the homework contract sheet for the parent to read so as to be made aware of the situation.
- If the homework does not improve, then the parent may be contacted and some arrangement agreed upon e.g. monitoring the work over a week.
- Children will be encouraged and praised for effort. Homework should not be considered a form of punishment, but a part of the child’s educational development.
ANTI-BULLYING POLICY

Rationale

School is, and should be, a safe and happy place for the education of our children. Each child has the fundamental right to be a part of the physical, academic and social development that takes place within the school. A child’s school life will be influenced by others, and it is our aim to promote positive peer interaction through constructive teaching strategies.

As teachers, we are significant role models and will set clear and explicit rules on what is acceptable behaviour and what is not acceptable.

Definition

Bullying is a pattern of behaviour by a person or group towards another person which is designed to hurt, injure, embarrass, upset or discomfort that person; it is a form of abuse. It can include:

- Physical aggression
- The use of “put-down” comments or insults
- Name calling
- Damage to the person’s property
- Deliberate exclusion from activities
- The setting up of humiliating experiences

Some definitions of bullying that have emerged from the research of both Dr. Philip Slee, a South Australian researcher and practitioner, and of Professor Dan Olweus, a Norwegian program developer, say that bullying is “a power imbalance between people and an exploitation of power. It has the intent to injure and is not random. It is deliberate and repetitive and can be verbal, physical or psychological.” (Slee, 1993)

“A person is being bullied, or picked on, when another person, or group of people, say nasty or unpleasant things to him or her. It is also bullying when a person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the person being bullied to defend himself or herself. It is also bullying when a person is teased repeatedly in a nasty way. But it is not bullying when two people of the same strength have the odd fight or quarrel.” (Olweus, 1989)

Some forms of bullying suggested by International Division students:
- scribbling, destroying or mucking up someone’s work
- getting someone into trouble deliberately
- falsely accusing someone of doing something
- leaving someone out of everything; isolating that person
- making somebody feel disappointed
- spying on someone
- telling lies about a person to the teacher
- pushing a person into the wrong toilets e.g. a boy into the girls’ toilets
• being hypocritical; being one thing to a person’s face and another behind that person’s back
• teasing somebody or someone’s work
• getting a person to steal to be accepted in the group
• “using” other people
• calling a person names
• punching or kicking another person
• demanding money, property
• forcing someone to do something he/she doesn’t want to do
• making another person scared
• telling other children not to play with that person
• ordering or bossing someone around
• telling rumours (untruths) about a person.

Does bullying exist in the International Division?
The International Division teaching staff recognises that bullying behaviour exists within the International Division. Teachers are aware that there are some social behaviour situations which need to be monitored immediately so as to prevent the development of more serious problems.

Resolution

• All teachers in the International Division are firmly committed to putting an end to acts of bullying.
• Victims of bullying will be supported; bullies will be counselled.
• Programs will be integrated into the curriculum that specifically address issues of bullying.
• Positive peer interaction will be encouraged.
• Negative or aggressive interaction will not be accepted.

Strategies for dealing with unacceptable behaviour

1. Raising awareness with students, teachers and parents
   a) Students:
      Provide opportunities for students to talk about bullying
      Conduct classroom surveys or questionnaires.
   b) Teachers:
      Staff and teachers meet and discuss aspects of bullying behaviour
      Do spot checks
      Observe student interactions
      Chart trouble spots in the playground
      Model conflict resolution skills in the classroom.
   c) Parents:
      Talk to parents in parent-teacher interview times or when concerns arise.
2. Dealing with Bullying

a) Identify bullying and victim behaviour
   through observation and discussion in the classroom
   through discussion with other teachers
   through observation in the playground
   through surveys with students.

b) Counselling

   those doing the bullying
   those effected by the bullying behaviour
   by the class teacher
   by the Head of International Division, International Division
   with the parents, teachers and the Principal.

c) Keep records of incidents

   in a Behaviour Book in each classroom
   on a Misdemeanour Report sheet
   (these records can be used as a reference in parent and school discussions).

d) Encourage high standards of behaviour

   by giving rewards for appropriate behaviour as well as consequences for inappropriate
   behaviour

Strategies to promote appropriate behaviour

a) Curriculum content:
   use of creative writing, literature, art and drama to develop conflict resolution skills and to set
   good examples through role play.

b) Preventative curriculum practices:
   group work and co-operative learning
   ongoing class meetings and problem-solving measures.

c) Group work:
   anger management, self-protective behaviour and assertiveness.

d) Changing behaviour patterns
   change the climate from “Don’t Dob” to “It’s okay to tell”
   involve students in using problem solving for conflict situations
   use a no-blame approach when dealing with disclosures
   involve students in the solution as much as possible.

e) A positive approach
   recognise co-operative behaviour through awards in assembly
   encourage, praise and reward good behaviour in class
develop and raise self-esteem in each student
set positive role-models for children

f) Preventative support systems:
   Peer Support Program, peer counselling
class or group problem solving
   intensive small group work for bullies and victims.

Monitoring and evaluating procedures

a) Regular reports and discussion at International Division meetings.
b) Regular observation of prospective class bullying and victim behaviour in the classroom.
c) Regular check in Behaviour Book by class teacher.
d) Regular reporting to parents on the ongoing program e.g. class discussions and solving of conflict problems through role-playing.

Table 1. What causes Bullying: Risk and Protective Factors

Risk and Protective Factors Related to the School Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inefficient Classroom Management</strong></td>
<td>Effective Classroom Management</td>
</tr>
<tr>
<td>Produce feelings of vulnerability amongst students with the use of inconsistent behaviour management techniques, nick names, put downs, classroom shaming, and splitting language</td>
<td>Empower students with the use of consistent behaviour management techniques, positive reinforcement for appropriate behaviour and classroom specific unified language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Insufficient Knowledge of Bullying</th>
<th>Sound Knowledge of Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</td>
<td>Knowledge of what constitutes bullying, where it happens, the consequences of bullying, and how to stop it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Idle Supervision</th>
<th>Active Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failing to actively interact with students</td>
<td>Using time effectively to actively interact with students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overlooking Positive Behaviour</th>
<th>Reinforcing Positive Behaviour</th>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Zero Tolerance ‘Punitive’ Response</th>
<th>Zero Tolerance ‘Developmental’ Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of negative consequences of increasing severity to ‘motivate’ student to refrain from bullying</td>
<td>Use a variety of educational and supportive efforts (e.g., restorative questioning) in response to bullying and use of, when necessary, negative consequences</td>
</tr>
</tbody>
</table>
### Risk and Protective Factors Related to Family Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor Relationship with Parents, Low Parental Warmth</strong>&lt;br&gt;Having the perception that parents do not care about you, are rejecting of child and where few signs of love and affection are in evidence</td>
<td><strong>Positive Relationship with Parents, High parental warmth</strong>&lt;br&gt;Parents spend time listening and provide physical signs of love and affection</td>
</tr>
<tr>
<td><strong>Poor Relationship with Family Members</strong>&lt;br&gt;Sibling conflict/rivalry and little support from extended family</td>
<td><strong>Positive Relationship with Family Members</strong>&lt;br&gt;Grandparents and extended family are around to provide care and support of child and family</td>
</tr>
<tr>
<td><strong>Authoritarian Parent</strong>&lt;br&gt;Excessive number of rules rigidly enforced with harsh consequences</td>
<td><strong>Authoritative Parenting</strong>&lt;br&gt;Behavioural expectations are communicated to child with explanations and consequences for poor behaviour are calmly implemented</td>
</tr>
<tr>
<td><strong>Inappropriate Modelling of Emotions and Bullying Behaviour</strong>&lt;br&gt;Parents display poor emotional control of anger; bullying in evidence between parents and/or between parents and children</td>
<td><strong>Appropriate Modelling of Emotions and Behaviour</strong>&lt;br&gt;When frustrated or not having their wishes immediately met, parents display assertive skills as well as emotionally controlled responses</td>
</tr>
</tbody>
</table>

### Risk and Protective Factors Related to the Peer Environment

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Reinforcement of Bullying</strong>&lt;br&gt;Bystander Apathy</td>
<td><strong>Peer Reinforcement for Stopping Bullying</strong></td>
</tr>
<tr>
<td><strong>Seeking to be a Group Member of a High Status Group of Students who Bully Others</strong></td>
<td><strong>Wanting to be a Group Member of a Group of Students who do not Condone Bullying</strong></td>
</tr>
<tr>
<td><strong>Feeling of Power, Control and High Social Self Worth by Means of Bullying</strong></td>
<td><strong>Feeling of Power, Control and High Social Self Worth without the Means of Bullying</strong></td>
</tr>
</tbody>
</table>

### Risk and Protective Factors Related to Psycho-Social Characteristics of Bully

<table>
<thead>
<tr>
<th>Risk Factors</th>
<th>Protective Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aggressiveness, pessimism, external locus of control, poor empathy, poor conflict resolution and anger management skills, poor social skills, low self esteem, poor resilience, poor work orientation skills (e.g., disorganisation, poor time management, low work confidence, procrastination, poor teamwork) and educational under-achievement</strong></td>
<td><strong>Optimism, internal locus of control, good social skills, positive work orientation (learning capabilities are age appropriate such as work confidence, persistence, organisation, teamwork) resilience and achieving to potential</strong></td>
</tr>
</tbody>
</table>

Table 1 from:
Professor Michael E. Bernard, Margaret Milne, Faculty of Education, University of Melbourne
“Safe Schools are Effective Schools” 2008 Victorian Department of Education
ENROLMENT POLICY & ADMISSIONS

The Sydney Japanese International School, International Division, is open to all children whose parents seek for them an education that is consistent with the philosophy and ethos of the school, provided it has the resources to meet the child's particular needs. Parents who enrol their children at this school should especially desire the unique qualities inherent in a bi-lingual and bi-cultural environment.

Enrolment applications are processed in order of receipt and payment of the registration fee. Places are not offered until the procedure is complete and authorization has been received from the Principal.

The school accepts enrolment applications for children from all backgrounds. We encourage applicants with strong aspirations in the scholastic areas as well as those showing potential in music, sport or other ancillary activities.

Student enrolment is not based solely on an entrance examination, however an indication of past academic performance is discussed with parents at the time of the enrolment interview and the school conducts an assessment.

The school reserves the right to assess the suitability of each student seeking enrolment. If it is felt the school cannot meet the needs of an enrolling student, an enrolment offer may be declined.

Enrolling a child at SJIS

Kindergarten children will be admitted at the beginning of the school year if they reach their 5th birthday by the following 31st of July. Children who will attend Year 1 in the Japanese Division must reach their 5th birthday by the 1st of April. Applications are considered in the order that forms, together with registration fees, are received. It may be necessary, particularly at Kindergarten level, to have a waiting list. It is recommended that families begin the enrolment process as early as possible to avoid disappointment. Priority will be given to siblings of current students and special consideration will be given to families who have moved into Sydney from overseas or intrastate within 12 months of the start of school.

For those entering all other grades applications for enrolment are considered based on sufficient vacancies in the year group, as well as a child’s suitability for the school or year group in which he/she applies.

Movement from one division to another

SJIS does not encourage students to move from one Division of the school to another. However, in certain circumstances it may be appropriate or necessary for a student to transfer. Parents requesting to move their child from the Japanese Division to the International Division or vice versa must request an Application to Transfer from the school to be completed and submitted by week 6 of the term preceding the transfer request. The decision remains with the school and will consider all factors, foremost being the well-being of the student.
# Discipline Policy

## 1. Introduction

The Sydney Japanese International School perceives discipline as an integral part of education rather than a separate entity. Good discipline is achieved through the co-operative efforts of the entire school community, each member of which should become familiar with this document.

This document aims to provide a consistent code of appropriate conduct that guides the school community (parents, students, staff) on the most effective methods of student management. The policy aims to deal with the self-esteem, self-discipline and individual pupil development, all of which affect the areas of classroom management and discipline.

## 2. The Code of Conduct

A student’s behaviour must be based on an agreed-upon set of values and ethics. The code of conduct must apply to the child’s life in all parts of the school, and, idealistically, to the home and community.

---

### The Sydney Japanese International School Code of Conduct

<table>
<thead>
<tr>
<th><strong>Courtesy</strong></th>
<th>Act kindly and in a courteous manner towards others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honesty</strong></td>
<td>Be truthful in all relations with others</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Assume responsibility for your obligations and belongings. Be punctual and wear the school uniform proudly.</td>
</tr>
<tr>
<td><strong>Justice</strong></td>
<td>Seek the fair and just way for all and be willing to compromise.</td>
</tr>
<tr>
<td><strong>Generosity</strong></td>
<td>Be generous and giving to others.</td>
</tr>
<tr>
<td><strong>Perseverance</strong></td>
<td>Try your best in all endeavours.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Everyone at SJIS has the right to teach and to learn in an environment of mutual respect and tolerance. Show respect to others, yourself and your environment.</td>
</tr>
</tbody>
</table>
3. **Goals and Objectives of the Policy**

The school aims to promote and implement at all levels:

1. The best possible learning opportunities for each individual.
2. The development of co-operative behaviour and effective inter-personal relationships.
4. An increased awareness of self and a greater concern for others.
5. An understanding of the code of conduct that defines the ideal SJIS student.
6. An awareness of the need to maintain law and order.

4. **A Shared Responsibility**

The school policy is the shared responsibility of all members of the school community. Each component of this community shares a concern for the well-being of the individual and the overall success of the institution.

**The School**

1. Is responsible for promoting itself as a caring institution.
2. Is responsible for establishing a climate of trust and mutual respect while nurturing the worth of the individual.
3. Is responsible for providing encouragement and success for each pupil.
4. Shares responsibility with parents, pupils and teachers for providing support and counselling for pupils, parents and staff in apparent need.
5. Shares responsibility with parents, pupils and teachers for formulating common sense rules and codes of behaviour.

**Strategies to Promote Good Discipline and Effective Learning in the School**

This section describes the things the school is doing to encourage effective discipline:

* providing appropriate curriculum to meet the needs of each student
* supporting children in achieving success in learning
* maintaining a small number of easily understood rules which are fair, clear and consistently applied
* encouraging parents in their role of promoting acceptable student behaviour
* attending appropriate training and development programmes
* providing appropriate support programmes; e.g. counselling, remediation
* providing programmes for students which develop self-discipline, self-evaluation, communication and conflict resolution skills; e.g. peer mediation and peer support
* Recognising & reinforcing positive behaviour and student achievement.
**The Students**

1. Need to understand the school’s Code of Conduct.
2. Are responsible for one’s own behaviour and the consequences that result in those behaviours.
3. Should regularly discuss issues related to co-operative and just living with both parents and teachers.
4. Should be aware that no pupil has the right to disrupt another pupil’s opportunity to learn.
5. Should learn to utilise effective skills based on the school’s code of conduct to solve personal and social conflicts.

**The Teachers**

1. Are responsible for providing a classroom environment conducive to efficient learning.
2. Are responsible for protecting the rights of each individual to learn.
3. Are responsible for developing relationships built on trust and acceptance.
4. Are responsible for creating a class atmosphere conducive to peaceful social relations and cooperation among students.
5. Share in the responsibility of promoting the school’s code of conduct through discussions, lessons, and personal example.
6. Are responsible for developing an effective classroom management plan and enforcing it.
7. Share in the responsibility for the total discipline of all pupils by enforcing proper behaviour and applying logical consequences for students misbehaving.

**The Parents**

1. Need to know the school’s policy.
2. Must give support of the established code of conduct for the Sydney Japanese School by providing good examples at home, by encouragement of appropriate behaviour and by defending the school in their child’s eyes.
3. Inform the school of any circumstances that may result in their child’s change of behaviour. (i.e. change of residence, death or serious illness of friends or family members, separation or divorce of parents, birth of a sibling, parental absence for a time, medications, or other major events which might cause a child deep concern).
4. Share in the responsibility with the school and its teachers for encouraging courteous and co-operative behaviour and for supporting the school’s policies.
5. Respond to recommendations made by the school to rectify improper behaviour demonstrated by their child.

There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour.
5. School Rules

The following rules warrant review by students, parents, and teachers. It cannot be assumed that rules not listed here do not exist. Instead, we will assume that most misbehaviour does not need to be specified if it fall outside the code of behaviour, a code which guides all behaviours.

MISCELLANEOUS RULES:

1. Students must arrive to school and to all classes on time. Students arriving late for a lesson must give a valid reason and apologize to the teacher. (Responsibility)

2. Before school students must place their bags outside their classroom and go straight to the supervised playground areas. Once the bell rings they proceed to their classrooms, lining up outside the room until the teacher arrives. Japanese Division High School students are allowed to enter the classroom when they arrive to school. (Responsibility, Respect)

3. Recess periods are meant to be a break and rest for the students. On a fine day recess is held in the playground area and Oval 1. All students must wear a hat when playing outdoors. If weather in inclement, a red cone is placed on the long jump track to indicate an indoor recess. Students remain in the classrooms and have a quiet playtime. (Responsibility)

4. Entering Special Rooms and the Staffroom. Students should have their teacher’s permission prior to entering special rooms or the staff room. They should be respectful and quiet. It is customary to use the correct greeting when entering the staff room (“Shiturei shimasu”), and leaving (“Shiturei Shimashita”). (Respect, Courtesy)

5. Lunch Orders must be taken in the morning, via downstairs front entrance. Any uneaten food is to be taken home except the ordered Japanese lunch. (Responsibility)

6. Various rules of courtesy, respect and responsibility
   • Exchange greetings and bow slightly when greeting teachers or visitors. Kind and courteous greetings should be used with friends.
   • Avoid using words or language that is impolite.
   • Bullying and swearing is not permitted.
   • Keep to the left and walk quietly in the corridors.
   • Leave valuables or unnecessary belongings at home.
   • Watches are not allowed at school.
   • All articles of clothing and personal property must be marked with your name.

LOST PROPERTY

Articles of clothing and other belongings found lying about the School are deposited in the Lost Property inside the Office. Enquiries about mislaid valuables such as wallets, watches, bus passes, etc. should be made at the office.

Property left unclaimed at the end of the year will be given to charity.
VALUABLE ARTICLES

Under normal circumstances, articles of high value and/or large sums of money should not be brought to school. If there is a special reason for doing so, valuables should be left in the care of the class teacher.

JEWELLERY

The only jewellery permitted is "sleeper" type ear-rings for girls. No pendulum or "chunky" ear-rings are permitted. Necklaces and bangles are not permitted.

School Property and Boundaries

1. Students must keep within the defined boundaries of their school area.
2. Students may not be in any room without a teacher supervising.
3. Be considerate and responsible in public areas, including their journey between home and school.
4. Take care with school furniture and buildings.
5. Keep the school buildings and play areas clean and tidy.
6. Running is not permitted in classrooms or corridors.

Equipment at School

1. Bicycles, rollerblades may not be ridden on school property at any time.
2. Buying, swapping and selling is forbidden except with the express permission of the Principal.
3. Items that are valuable, dangerous or may cause fear may not be brought to school. (e.g. electronic games, radios, skateboards, knives, toy weapons, animals, jewellery, large amounts of cash, etc.)
4. Take care with all equipment.

Uniforms

1. Students must be in the correct, full school uniform at all times. (Including sports uniform)
2. Keep uniform neat, tidy and clean.
3. One centimetre sleepers and studded earrings are the only permissible jewellery during school. (No earrings for boys).

Food

1. Chewing gum is prohibited on school premises.
2. Students are not allowed to use zip boilers to make instant soup or noodles.
3. All children should wash hands before eating.
4. Respect other students’ right to eat lunch in a pleasant environment.
**Attending and Leaving School**

1. Students must have an approval note from the Executive Assistant (early Leavers Form) to leave prior to the regular dismissal time.
2. In the case of absence, a letter of explanation signed by a parent or guardian must accompany the student to the class teacher for every absence, upon the student’s return to school.
3. Students must arrive to school and to all classes on time. Any student arriving late to school must report to the Executive Assistant before going to class to be issued with a late Slip, which is then presented to the class teacher.
4. Students must keep to the defined boundaries of the school area.
5. All children must have appropriate passes to leave school premises.

**Respectable Behaviour**

1. Respect other student’s right to learn.
2. Students should listen to their teacher and look at the person speaking to them.
3. Be polite and well-mannered to all staff and visitors.
4. Accept responsibility for your actions.

**6. Strategies for Dealing with Unacceptable Behaviour**

Given the school’s dedication to encouraging outstanding behaviour, it is expected that any misbehaviour will be the exception rather than the rule. However, the strategies below will be used to deal with any unacceptable behaviours:

**Minor Breaches**
For minor breaches, the teachers have classroom management plans and strategies. Included in these strategies:

1. **Talk it over.** As warrants, a student is spoken with to determine whether he/she recognises his/her behaviour as unacceptable.

2. **Time out.** Consequences could include a short period of “time-out”, loss of privilege or in-class isolation. Giving a student a period of “time-out” removes a child from a situation where he/she is having difficulty with self-control. For example, the child may be repeatedly disruptive, extremely angry or abusive to others. A teacher may use “time-out” as a classroom strategy without the approval of the Deputy.

3. **Praise.** Most teachers will know that positive recognition of good behaviour works best in maintaining order within a class of students. Consistent reinforcement and responses by the teacher in charge will assure the best results.
I. **Serious Breaches**

In cases where serious breaches of the school rules require a heavier consequence, care should be taken to be consistent with school policy. It is for this reason that the Deputy Principal of International Division should be involved in situations that go beyond the teacher’s effective efforts in the classroom. A serious breach may include a single act of misbehaviour, or an ongoing problem that has been dealt with by the teacher without success.

1. **Give warning**  
   Be sure the student has been made aware of the seriousness of his/her behaviour. If dealing with an escalating problem, make it clear that if misbehaviour continues the problem will involve a more serious level where the Deputy Principal of International Division and/or Principal will become involved.

2. **Discipline referral.** When a student is referred to the Deputy Principal of International Division the teacher must clearly state the reasons for the referral and any steps taken previously to rectify the problem (if applicable). It is preferred that this is done in writing.

3. **Time Out – Problem Solving.** When a child is sent to the Deputy Principal of International Division, the first thing he/she will do is discuss the problem with the student. Then the student will be given a “time-out” during a recess period where the child must complete a Problem Solving Form. He/she will have the opportunity to express, preferably in writing, the circumstances that led to the referral and then to work out a way of solving the problem. The Deputy Principal of International Division, or representative, will speak to the child if necessary and determine if he/she is ready to return to class. A “time-out” that extends for more than 2 periods will be considered an in-school suspension and must have the approval of the Principal.

In all matters relating to student behaviour, reference to the Code of Conduct must be made. The purpose of any effort on the part of staff to correct behaviour difficulties is to raise an awareness of the virtues which constitute proper conduct.

   A. **Steps taken once a student is referred to the Deputy Principal of International Division**

   Over the course of one school term, or a ten week period:

   **STEP 1**  
   The first time the child is sent to the Deputy Principal of International Division, he/she will complete a “Problem Solving Form” that addresses the problem and suggested solution. This form will be signed by the student, teacher and Deputy Principal of International Division. A recess “time out” is served. The visit will be noted in an office register.

   **STEP 2**  
   The second time the child is sent to the Deputy Principal, the parents will be contacted and informed of the problem. The student serves a recess detention.

   **STEP 3**  
   The third time the child is sent to the Deputy, he/she will be asked to make a plan for improvement, which will become a contract between the student and the school. Parents will be given the opportunity to give input and will receive a copy of the contract. The student will be on ‘probation’ for a period set by the contract, with behaviour monitored on a daily basis.

   **STEP 4**  
   The fourth time the child is sent to the Deputy, a serious pattern of misbehaviour is occurring and will require a meeting with parents and the Principal. The students
continued enrolment at the school will be considered and a more thorough plan for improvement will be developed.

Displays of gross disrespect for a teacher and violent behaviour may result in an immediate move to Step 3.

Please note:

This support system will only be possible if it is used judiciously and not abused. Indiscriminate sending of children to the office totally devalues the very support structure established to assist the teacher! Appropriate Classroom Management strategies must be exhausted before this occurs.

B. Procedural Fairness

Procedural fairness is a basic right of all when dealing with authorities. The following policies refer to the student’s rights and obligations when an allegation of misconduct is made by the school authority.

1) Students are required to abide by the School’s Rules and to follow the directions of teachers and other people with authority delegated by the School.

2) Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

3) The disciplinary procedures undertaken by the School will vary according to the seriousness of the alleged offence. When advised of the allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

4) The penalties imposed will vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. Corporal punishment is not permitted.

5) Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student also will be
   i) Informed of the alleged infringement;
   ii) Informed as to who will make the decision on the penalty;
   iii) Informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
   iv) Afforded a right of review or appeal.

C. Suspension

Suspension highlights for the student and the parents the unacceptability of the student’s behaviour and the parents’ responsibility for remediation of that behaviour.

1) Suspension may, in certain cases, be served at school (in-school suspension), but carries with it equal seriousness.

2) Students will be expected to complete all assigned classwork while on suspension. The isolation from peers and the usual learning environment defines clearly for the offenders and classmates that certain behaviours are clearly dangerous, unacceptable, and/or in gross opposition to the Code of Conduct.
3) The school will work in partnership with parents in assisting the student to rejoin the school community and to develop a plan for improvement.
4) This will include the provision of counselling and access to special behaviour programmes.
5) As long as the behaviour is unacceptable, the student’s continued enrolment will be in jeopardy.
6) In most cases, the **first suspension** will be for one day. Thereafter, the student may be suspended for three days.

A suspension is at the discretion of the Principal once it has been discussed with the Deputy Principal of International Division. A class teacher may not suspend a student, nor threaten a child with suspension without consulting the Deputy Principal.

**Expulsion**
Expulsion may be imposed once a disciplinary matter has exhausted all other strategies described above or when an offence is of an extremely serious or offensive nature. The school will follow the rules of procedural fairness, with parents being given a right of appeal to the Principal. Any decision to expel a student must be made by the Principal in consultation with the Board of Directors.

**Corporal Punishment**
The Sydney Japanese International School expressly prohibits the use of corporal punishment. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

**Offensive Behaviours**
The Principal may suspend or expel, consistent with the rules for procedural fairness, any student who commits the following offences:

**Possession of a suspected illegal substance**

The Sydney Japanese International School firmly believes that schools must be places which are absolutely free of illegal drugs.

Suspension is to occur immediately if the substance is being touted, held out or passed out by the student as an illegal substance, or on condition (in accordance with the relevant procedure or identification of illegal substance) that the substance is in fact illegal.

Under arrangements made with the NSW Police Service, the substance will be identified within 48 hours of the material being handed to the police by the school principal. The Police will hold the substance pending any legal action.

**Violence**

Any student intentionally causing injury or threatening serious violence against another student or a teacher, is to be suspended immediately. Initially, the student will be suspended for a minimum of one day. On any future incident of this nature, suspension will be for at least 3 days.
**Possession of a weapon**

Any student in possession of a prohibited weapon, or using, or threatening to use, any item or instrument as a weapon, is to be suspended immediately.

**Persistent disobedience**

The relationship between student and teacher should be based on mutual respect.

Students who, in their relationship with staff, are persistently disobedient, insolent or engage in verbal harassment and abuse, are to be suspended.

**Criminal behaviour**

If behaviour is criminal or there is evidence of a suspected crime, the Police Service will be notified by the school.

Students, like the rest of the community, are subject to the criminal law.
Complaints and Grievances Policy

**Rationale**
The school endeavours to maintain and improve the services and overall education it provides to its students. In consideration of the total management of this goal, the school recognises the value and rights of all school community members and allows for the expression of opinions, complaints, and grievances.

The school places a very high priority on its efforts:
- To maintain a safe and caring environment for its students and staff
- To improve the services and education provided for the school community

**Aim**
The policy sets out to identify the procedures each community group may undertake to inform and express complaints and grievances to school management. All members of the community must adhere to the code of conduct which guides all behaviours within the school and therefore must measure their expressions accordingly.

**Expressing a complaint or grievance**
Complaints and grievances may be made when it addresses the practices which assure the safe operation of the school and the general well-being of its students, staff, and parents. The purpose of making a complaint or grievance is to alert the school to a problem which, in the opinion of the person making the complaint, should be addressed.

Complaints and grievances may be expressed by students, staff, parents or members of the community. Below are the procedures each group must follow:

1. **Students:**
   a. Any complaint or grievance must be expressed first to the classroom teacher.
   b. Students may express a complaint or grievance to the Deputy Principal:
      i. When there is an unsatisfactory result from the classroom teacher, or
      ii. When it is inappropriate to express their complaint to the classroom teacher.

2. **Staff:**
   a. The first step in expressing a complaint or grievance is to go to the immediate supervisor.
   b. Complaints or grievances may be made to the following staff members:

<table>
<thead>
<tr>
<th>Type of complaint</th>
<th>Person to address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>SGA</td>
</tr>
<tr>
<td>Safety, Health or General Discipline</td>
<td>Chief of Life Committee</td>
</tr>
<tr>
<td></td>
<td>General Manager</td>
</tr>
<tr>
<td>Student welfare / specific discipline</td>
<td>Chief of Life Committee / Deputy Principal</td>
</tr>
<tr>
<td>Work conditions</td>
<td>Deputy Principal, General Manager</td>
</tr>
<tr>
<td>Salary, pays, tax, superannuation</td>
<td>Head Accountant</td>
</tr>
</tbody>
</table>

c. In the event a complaint or grievance is not attended to, the matter should be taken directly to the Deputy Principal, then (if required) to the Principal.
d. Complaints should be made in writing and signed by the person making the complaint or through an arranged meeting. Anonymous complaints will not be addressed.

3. **Parents:**
   a. Matters of concern about a student must be expressed first to the classroom teacher.
   b. Matters of concern about the school management must be expressed to the Deputy Principal either by:
      i. Letter,
      ii. Meeting
   c. If a complaint or grievance is not addressed satisfactorily, a parent may lodge a complaint or grievance with the Principal and/or the Board of Directors in writing.

**D. Supporting structure for Complaints and Grievances:**

Please refer to the following policies when considering a complaint or grievance.

- Discipline Policy
- Anti-Bullying Policy
- Supervision Policy
- Child Protection Policy
- Assessment and Reporting Policy
- Occupational Health and Safety Policy

Consideration must always be given to respectful means of expressing complaints and grievances. Emotional outbursts of anger or ridicule will often not accomplish the desired goals. Your compliance with the requirements of this policy will assist in the school’s efforts to achieve these important objectives.
Sydney Japanese International School Policy for a Safe and Supportive Environment

Sydney Japanese International School aims to provide a safe and supportive environment for its students to learn in.

The following policies have been adopted to provide this environment.

**Support**
The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

**Security**
The School will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgement as to what is required and will include in its consideration such matters:

- a) appropriate levels of supervision;
- b) security of buildings;
- c) procedures in case of fire;
- d) use of grounds and facilities;
- e) travel on School-related activities;
- f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

**Supervision**
Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activities and age of the students involved.

**Conduct**
The School will put in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives. The Code of Conduct will include such matters as:

- a) the rights and responsibilities of students and staff within the School community;
- b) behaviour management;
- c) the role of any School leadership system (or equivalent) in the School and the monitoring of that system; and
- d) the management and reporting of serious incidents.

The School will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.
Complaints and Grievances
The School will have in place processes for dealing with complaints and grievances raised by students, teachers, staff and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness. (see Complaints and Grievances Policy)

Pastoral Care
The School will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

Communication
The School will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student’s education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; principal; representative or an appropriate government, welfare, health or other authority.

Welfare procedures for students undertaking courses/subjects with an external provider for the purposes of their schooling.

All of the above policies and procedures will apply when the School has made arrangements for students of the School to undertake courses, subjects, tutoring or other education either on or off-site.

Teachers, staff and any other persons involved in the provision of education or other services for students of the School who are undertaking courses, subjects, tutoring or other education either on or off-site which have been arranged by the School, for the purposes of their schooling, will be subject to the requirements of relevant child protection legislation.

All of the above policies will be implemented in a manner that is appropriate to the School, its students and the School community and with regard to the relevant legislative requirements that apply to the School and the students within its care.

Conduct for the Care and Protection of Children
Sydney Japanese International School is committed to the highest standards of education in which the security, protection and comfort of students is of a high priority. The following guidelines are to be adopted for the care and protection of students and staff.

Legislative Context
Everyone who is concerned in a professional capacity with the care and protection of children needs to have a clear understanding of the essential elements of the law as it applies to the care and protection of children.

Legislation in NSW relating to the care and protection of children is currently contained in the following Acts of Parliament:

- Children and Young Persons (Care and Protection) Act 1988
- Commission for Children and Young People Act 1998
• Ombudsman Act 1974 (Part 3A)
• Child Protection Legislation Amendment Act 2003

**Duty of Care and Legal Liability**
Staff can be deemed legally liable if they have been negligent in relation to their responsibilities under the legislation as it pertains to the care and protection of children.

Generally speaking, a person owes a duty not to injure another as a result of his or her own negligent act or omission. The duty does not usually extend to the taking of steps to prevent injury where one has not caused or contributed to the risk giving rise to the injury.

There exists, however, special duty relationships between some members of our society which give rise to more onerous duties of care. The relationship between teacher and pupil is one on these.

The general law of negligence provides that a person may be negligent if:

- S/he owes a duty of care to the person injured, that is, the standard judged reasonable in all the circumstances, and
- S/he did not carry out that duty to the legal standard required, and
- The person suffered damage as a result of the failure to observe the duty of care.

With regard to care and protection the following principles apply:

- Staff must take reasonable care to ensure that their students are not harmed. They have a duty to protect their students against foreseeable risks of personal injury or harm.
- The standard of care is that of a reasonably prudent parent. The degree of care depends on such factors as the age of the students.
- There must be an efficient system of supervision in operation in the school.

Duty of care applies while the students are under the care of the school. This applies equally to school based activities and out of school activities. The same duty of care applies to employees who volunteer their services to the school.

Employees are required to follow good standards and approved practice. An example of good standards or approved practice would be compliance with the school’s Code of Conduct.

**Staff Responsibilities**

1. Each employee of Sydney Japanese International School is expected to act as a role model for children at all times.
2. Policy Manuals exist to cover all operational policies. Employees are expected to be familiar with and follow relevant school policies at all times.
3. Employees should show respect at all times to children, fellow staff, parents and visitors. This includes maintaining an appropriate voice level and not using abusive language.
4. When answering the phone staff must speak in a polite manner. All enrolment enquiries need to be referred to the Executive Assistant or Marketing Manager and managed in a way that encourages enrolments in the school.
5. **Confidentiality:** Positions of trust must not be exploited for an employee’s advantage, or that of others, by use of privileged knowledge or information gained through work. In particular student records, meeting minutes and staff files are to be treated with the utmost confidentiality.
6. **Press Statements**
   Staff are not permitted to give statements to the press without prior approval from the Principal.

7. **Security**
   Security is the responsibility of all staff, who must be alert to dangers such as attacks on property, theft, violence, fire, natural disasters, vandalism and acts that jeopardise the safety of people. It is important that all staff know the emergency evacuation procedures at their workplace.

8. **Parent Visitors**
   When parents visit the classroom they must do so in a way that does not interfere with the work cycle of the children. Classroom observations often form part of the enrolment process. At these times the Deputy Principal and/or Executive Assistant will accompany visitors. Observations should not interfere with the class.

9. **Grooming**
   A professional appearance enhances Sydney Japanese International School’s reputation and image. Professional dress and grooming standards must be maintained at all times. Adherence to the wearing of hats out of doors and sensible, safe footwear is part of this professional standard.

10. **Smoking** and alcohol consumption are prohibited on the school premises at all times.

### Supervision of Students

1. Staff must take all reasonable care to ensure that no student is exposed to any unnecessary risk of injury. Staff are to remember that they are in *loco parentis* – the standard of care required is that of a skilled professional.
2. Staff should be familiar with and adhere strictly to the school’s evacuation procedures.
3. Ill or injured students should be attended to by the supervising staff member. Should additional assistance be required contact should be made with the office.
4. Students should not be left unsupervised either within or outside of class. Staff are reminded of their duty of care obligations in this regard. Staff should be punctual to class and allocated supervision.
5. Staff should remain with students at after school activities until all students have been collected. In the event that a student is not collected staff should remain with the student until collected.
6. Playground supervision is an integral part of the responsibility of staff. It must take precedence over other activities. It is unacceptable to be late. Staff should actively supervise their designated area, being vigilant and constantly moving around.
7. Staff should be alert to bullying or any other form of discriminatory behaviour, and report incidents to the appropriate staff member.

### Relationship with Students

1. Staff interactions with children are warm and friendly.
2. Staff treat all students equally and accommodate their individual needs. They respect diversity of background and treat both sexes without bias.
3. Staff use a positive approach in guidance and discipline. Students are guided towards positive and responsible behaviour.
4. Staff are responsive to student’s feelings and needs.
5. Staff initiate and maintain communication with the students and their communication conveys respect.
6. Staff show respect for students developing competence, encourage and support self reliance and foster their self esteem and independence.
7. Staff interact with students to stimulate their curiosity and thinking.
8. Staff create a positive and pleasant atmosphere.
9. Staff ensure that students are not required to perform duties beyond their capabilities.
10. Staff ensure that the dignity and the rights of each student are maintained at all times. Child management techniques do not include physical, verbal or emotional punishment that humiliates, frightens or threatens a student. The student is not isolated from the class group for any reason other than illness or injury or a pre-arranged appointment with parental consent.
11. Staff should avoid situations where they are alone in an enclosed space with a student. Where staff are left with the responsibility of a single student they should ensure that this is in an open space in view of others. Where this is not possible or practical it should be discussed with the Principal.
12. Staff may as part of their pastoral care role engage in discussion with students. This is entirely appropriate. However, staff must be cautious of making personal comments about a student or asking questions that probe their own or a student’s sexuality or relationships.
13. When staff wish to conduct a private conversation with a student they should consider the time and venue carefully to avoid placing themselves in a vulnerable situation. It is preferable to leave the door open. The staff member should not locate themselves between the student and the door.
14. Staff should never drive a student in their car unless they have specific permission from their Principal to do so. In the event of an emergency staff should exercise discretion but then report the matter to the Principal.
15. Staff should notify the Principal immediately should they suspect a situation involving any form of reportable conduct (formerly referred to as child abuse). It is not staff responsibility to investigate. Similarly staff should report to the Principal any suspected case of neglect.
16. Staff should not engage in tutoring or coaching students from the school for monetary return.
17. When physical contact with a student is a necessary part of the teaching/learning experience staff must exercise caution to ensure that the contact is appropriate and acceptable. Staff should seek reassurance from the student by asking for a volunteer to demonstrate a particular activity.
18. Attention to the toileting needs of your children should be done with caution. It may be appropriate to have the door open. In respect to students with a disability the management of toileting needs should be included in the student’s individual management plan.
19. Staff should not supply or condone the use of alcohol, tobacco or other drugs for themselves or any student in their care.
20. When congratulating a student, a handshake, a pat on the shoulder or a brief hug are acceptable as long as the student is comfortable with this action. Kissing of students is not acceptable.
21. Assessing a student who is injured or ill may necessitate touching. Always advise the student of what you intend doing and seek their concurrence.
22. Staff must always treat students with respect and without favouritism. There is no place for sarcasm, derogatory remarks, inappropriate familiarity or offensive comments.
23. Staff who communicate with students electronically must abide by the terms of the school’s Computer/Internet Policy. Transmission of messages or files which are sexually explicitly or offensive are totally inappropriate.
24. Sometimes during the course of your work you may be in receipt of a gift from a student. In such circumstances where the receipt of a gift could be considered outside of usual custom you are to inform the Principal.
25. Staff should ensure that they are familiar with and adhere to the school’s policy in regard to the storage and administration of medical products to students.
26. Sometimes in ensuring duty of care staff may be required to restrain a student from harming him or herself or others using reasonable. Any such strategy must be in keeping with the school’s behaviour management practices.
Interactions between Staff
1. Staff should communicate with each other in a courteous manner, express themselves clearly and listen to each other, and discuss and resolve conflicts amongst themselves. If issues remain unresolved, they are to be referred to the Principal.
2. Staff show respect for other members of a team. They respect the knowledge and skills that each staff member brings to the centre and respect each other’s feelings, views and opinions.
3. Staff are aware of a team approach. They provide a model of effective working relationships for children who are developing their own social skills.
4. A staff member with a complaint should take it to the Principal and not air it generally among other staff members. A complaining staff member can place stress on other staff members and inhibit job satisfaction.

Discipline of Students
1. All staff should be familiar with and adhere to the school’s Discipline Policy.
2. No student should be allowed to leave or be sent from a class other than for personal hygiene matters. In extreme cases students can be sent to the Deputy Principal’s or Principal’s office.
3. At all times when speaking with students care must be taken to use appropriate language. Please refer to the school Discipline Policy.

Communication Issues
1. Staff are required to respect and adhere to the established lines of communication in the school.
2. Staff should be mindful of confidentiality when in discussion with parents. Staff can never guarantee confidentiality if the matter under discussion requires mandatory reporting.
3. Staff should not speak about another staff member to students or parents.
4. Staff should present a courteous professional manner to students, parents, visitors and other staff members. Confrontation and criticism in public is to be avoided at all times.
5. All matters discussed in staff meetings and staff memos are to be treated confidentially and not discussed with students.
6. The media should not be given access to students or allowed entry to the school without the expressed permission of the Principal.

Excursions
1. In the case of activities involving overnight accommodation of boys and girls, both genders should be represented in the group of supervisors.
2. Excursion information must be communicated to parents.
3. A school mobile phone must be taken on all excursions. The teacher in charge must always have a complete list of student contact numbers with them on the excursion.

Duty to Disclose
1. Staff are required to report to the Principal any allegations of ‘reportable conduct’ (formerly referred to as child abuse).
2. Staff who are the subject of an Apprehended Violence Order or a Reportable Conviction are required to inform the Principal immediately they are in receipt of such an Order or Conviction.
Sydney Japanese International School Nut Free Guidelines

RATIONALE
An important issue at SJIS is the prevalence of students who have a mild to severe allergy to nuts., and particularly peanuts. The NSW Department of Health warns the occurrence of nut allergy is rising and is of concern within the general community. Food allergies affect a small proportion of the population; however the effect on a susceptible person consuming allergenic proteins can be detrimental to their health and potentially fatal.

GUIDELINES
Our duty of care is focussed upon the students within our care who exhibit a variety of symptoms from minor to severe on the slightest contact with nut based products. In severe cases it may cause anaphylactic shock, a life threatening allergic reaction which causes the heart to stop beating.

In conjunction with the parents of the individual students and their teachers, action plans and awareness have been developed and are in place within the school. The older students themselves are aware of their allergies and can avoid the products when obvious.

The difficulty is that in several instances the smallest and casual contact with nuts, nut dust and nut based spreads including peanut paste and hazelnut spread can cause a severe reaction.

As a result of discussions with the Department of Health, we are asking that parents of all children avoid all nuts and the use of nut based spreads in the provision of snacks and lunches to students at the school. This especially means avoiding peanut paste, hazelnut spread, nut bars and bags of nuts.

Understandably, this is a difficult issue in terms of eating habits of children, however, as we are a caring school community, all parents would appreciate the needs of the Sydney Japanese International School and its community to ensure the safety of all students at our school.

Foods containing Peanuts
The following foods are the most common and likely to appear in school lunches:

- Peanut butter sandwiches
- Peanut butter dips and crackers
- All chocolate/hazelnut spreads
- Nutella contains 68% Peanuts, 18% Hazelnuts
- Nutella dips and crackers
- Snickers bars
- Picnic bars
- Incredibites – choc/hazelnut flavour
- Cadbury/nestle fruit and nut chocolate
- Mixed fruit and nut snacks
- All cakes and biscuits containing peanuts
- Some muesli bars containing peanuts
- Ice creams – trumpet, drumstick, cornetto
- Easter and Christmas chocolates
- A large amount of Easter eggs, hunting eggs and chocolate Santas are made from compound chocolate containing peanut oil.
- Parents wishing to send cupcakes for birthdays must ensure they do not contain peanuts.