SCHOOL POLICIES FOR STUDENTS

The policies in this document relate to issues around students, student learning, parents and their involvement in the school.
Contents

2.1 Academic Honesty Policy ................................................................. 3
2.2 Sekolah Ciputra Language Policy ....................................................... 11
2.2A Sekolah Ciputra Language Philosophy ............................................. 17
2.3 Inclusion Policy (SEN) ..................................................................... 19
2.4 Professional Development Policy ....................................................... 24
2.5 Digital Citizenship ......................................................................... 29
2.6 Mother Tongue Support for Languages other than English, Bahasa Indonesia and Mandarin .................................................. 30
2.7 Curriculum Design and Review ......................................................... 31
2.8 Teaching and Learning Policy ............................................................. 33
2.8A Teaching and Learning Philosophy ................................................... 34
2.9 Official Trips Out of Surabaya ............................................................. 37
2.10 Performance Appraisal Policy ............................................................ 39
2.11 Information Technology ................................................................. 41
2.12 Assessment Policy ........................................................................ 42
2.13 School Library ............................................................................ 45
2.14 Education outside the classroom ....................................................... 47
3.1 Student Safety ............................................................................. 48
3.2 Student Behaviour ...................................................................... 49
3.3. International Student Policy ............................................................. 50
3.4 DBL Cheerleading ..................................................................... 51
3.5 Admissions Policy ..................................................................... 52
3.6 Parental Involvement Policy .............................................................. 53
3.7 Student Excursions Outside of Surabaya Policy .................................. 54
3.8 School Nurse and Health Room ....................................................... 56
3.9 Attendance .................................................................................. 58
5.1 Parents and Visitors in the School ..................................................... 60
5.2 Visitors to the school .................................................................. 62
5.4 Extracurricular Activities ................................................................ 63
5.5 Complaints ............................................................................... 65
6.1 Health and Safety ...................................................................... 68
6.4 CCTV Policy ............................................................................. 69
6.5 Financial Procedures .................................................................. 71
2.1 Academic Honesty Policy

1. Rationale

As an IB World School, Sekolah Ciputra: "... aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world". (Diploma Programme: Academic Honesty, p 2). Strong values and ethical behaviour are important, as being a trustworthy and responsible learner is fundamental to who we are and who we aspire to be.

Furthermore, academic honesty is explicitly and/or implicitly incorporated into the following attributes of the IB Learner Profile: Principled; Inquirer; Thinker; and Communicator. As such, Sekolah Ciputra students aim to reflect the essence of academic honesty at all times by demonstrating the following attributes of the Learner Profile:

- **Principled**: act with integrity and honesty at all times, and are prepared to take responsibility for their actions.

- **Inquirer**: develop the necessary inquiry and research skills, enabling them to become independent learners.

- **Thinker**: make reasoned and ethical decisions.

- **Communicator**: understand and are able to express their ideas confidently and creatively in more than one language and are able to collaborate effectively with others.

2. ACADEMIC HONESTY: What is it?

(a) General

"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment" (Academic Honesty, p 2). Whilst it is widely acknowledged that academic honesty is shaped and influenced by a wide variety of factors, we recognise the critical role that the school plays in the building and development of each student. As such, all Teachers and Administrators at Sekolah Ciputra in both the Elementary and High School play an important role in the teaching of academic honesty by:

- Modelling best practice research and referencing skills in all teaching, learning and assessment items;

- Acting in an ethically sound and principled manner at all times; and

- Explicitly teaching good research skills and practices.

- Implementing the Learner Profile Principled whereby students and staff "act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities" (IBO 2017)

Review March 2020

2
Sekolah Ciputra aims to focus on the positive practice of academic honesty at all times, rather than what constitutes academic dishonesty. In this manner, we are aiming to deeply embed a culture of academic honesty within the Elementary and High School where students will learn to proactively reflect on and regulate their own research, referencing and other assessment practices. Nevertheless, students must be aware of what constitutes malpractice for us to deeply embed such a culture.

(b) Malpractice

**Malpractice** is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components (*Academic Honesty, p. 3*). This may include plagiarism, collusion and duplication of work, as well as any other behaviour that enables a candidate to gain an unfair advantage or that affects the results of another candidate. This can include malpractice by staff or systemic malpractice.

It is impossible to produce a statement that encompasses all forms of malpractice. Nevertheless, the following table will provide the reader with a deeper understanding of this concept, including the following:

- **Definition of malpractice** (as defined by the IB and applied at Sekolah Ciputra);
- **Types/forms** of malpractice; and
- **Examples** of each type.

Any breach of academic integrity will result in a referral to the relevant Vice Principal and academic consequences (SEE Heading 5: Procedures).

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<thead>
<tr>
<th>VIOLATION</th>
<th>IB DEFINITION</th>
<th>EXAMPLES</th>
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| Plagiarism | The representation of the ideas or work of another person as the candidate's own, whether intentional or otherwise. | Presenting information collected, organised, or written by someone else as your own (with or without the author's permission).  

In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.  

Plagiarism can be both intentional and unintentional, but both are treated the same way.  

**Some examples:**  
- Copying an article from a website and not giving credit, regardless of intention. If you are unsure, always ask a teacher whether or not to give the original author credit. |
- Copying and pasting information from a website into your work, and then failing to give the website credit.
- Reading an article or other text, taking ideas from it, and then representing them as your own ideas (even though you are paraphrasing them).
- Using a repetitive musical phrase from another musical composition without giving credit.

**To Avoid Plagiarism:**

If you ever use someone else's words or ideas, give them credit. Don't worry. Using outside sources is encouraged, because it often makes a better argument and gives your work greater credibility.

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<tr>
<th>VIOLATION</th>
<th>IN DEFINITION</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td>Collusion</td>
<td>Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another (in short, you are supporting malpractice by your actions).</td>
<td>You let another student copy from your homework. The teacher gives you a lab to be completed individually, but you work with other students and submit the work with only your name on it. In an exam, test or quiz, you share your answers with other students during the assessment. You take an exam, test or quiz earlier than your peers and you then share the material with them.</td>
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**To Avoid Collusion:**

Always do your own work. If you are unsure, ask the teacher before you consider sharing information or working collaboratively. Avoid talking or looking at your classmates during any formal assessment.

Review March 2020
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<tr>
<th>VIOLATION</th>
<th>IB DEFINITION</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td>Duplication</td>
<td>The presentation of the same work for different assessment components and/or IB requirements.</td>
<td>You completed a TOK reflection in Grade 11, and then used parts of it for your final TOK Essay.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You use an essay submitted for Indonesian B as the basis of your Extended Essay.</td>
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**To Avoid Duplication:**

Start a new document whenever you start a new assignment and avoid copying anything from earlier work. If you have any doubts about whether or not it is appropriate to borrow an idea from an earlier piece of work, ask a teacher.

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<th>VIOLATION</th>
<th>EXAMPLES</th>
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<tr>
<td>Other forms of Malpractice</td>
<td>- Bringing an unauthorised formula booklet into a test or exam (such as one that includes additional material inside).</td>
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<tr>
<td></td>
<td>- Using an unauthorised calculator where calculators are allowed by the examination.</td>
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<td></td>
<td>- Storing unauthorised material/formulae within the calculator or otherwise (such as written notes on the back of a student’s hand).</td>
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<tr>
<td></td>
<td>- Fabricating information to try and earn more time or credit on an assignment, project or exam.</td>
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<td></td>
<td>- Failing to comply with the instructions of the invigilator/supervisor responsible for the conduct of the test/examination.</td>
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<td></td>
<td>- Attempting to disrupt the test/examination or otherwise distract another student.</td>
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<tr>
<td></td>
<td>- Cheating/copying/impersonating the work of another student.</td>
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<td></td>
<td>- Talking during any class test/examination.</td>
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<td></td>
<td>- Bringing a mobile phone or other device into a test/examination.</td>
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**To avoid these other forms of cheating/malpractice:**

- Avoid talking to or looking at classmates during an assessment.
- Do not take unauthorised material into an examination.
- Enter the exam room silently.
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<tr>
<th>VIOLATION</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td>Malpractice by staff or systemic malpractice</td>
<td>• The school failing to brief staff adequately on IBO academic honesty procedures.</td>
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<tr>
<td></td>
<td>• The school failing to follow an IBO academic honesty procedure.</td>
</tr>
<tr>
<td></td>
<td>• Staff allowing or not reporting breaches of academic honesty procedures.</td>
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<tr>
<td></td>
<td>• The school failing to report systematic malpractice to the IBO in a timely fashion.</td>
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<tr>
<td></td>
<td>• Internal assessments not following prescribed conditions.</td>
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<tr>
<td></td>
<td>• Invigilators being inadequately briefed or failing to properly supervised as laid out by the IBO</td>
</tr>
</tbody>
</table>

To avoid these other forms of cheating/malpractice:

• Staff will be informed that potential breaches of the academic honesty policy are non-discretionary. They must be reported to the relevant coordinator who must brief the principal.
• A log will be kept of all investigations of academic dishonesty.
• Staff will be briefed yearly on their obligations regarding academic honesty.
• All teaching units will contain an academic honesty section.
• HOFs will interview staff members to ensure they fully understand their internal assessment conditions. Coordinators will randomly sample.
• Before every examination period, invigilators will be fully briefed on expectations for invigilation. The coordinators will ensure that the briefing complies with IBO regulations.
• The coordinator and unit principal will brief the Executive Principal once a year on steps taken to ensure compliance with the academic honesty policy.
• Any systemic breach of academic honesty must be reported to the IBO within 24 hours of its discovery following consultation with the Executive Principal.

3. **How to Ensure Academic Honesty?**
Academic Honesty is encouraged and promoted in Sekolah Ciputra through:

• Teaching children in Elementary about the importance of academic honesty and encouraging them to acknowledge their sources.
• Consistently teaching and using the Harvard Referencing system across all subjects and grade levels:
  ➢ Resources such as websites like [http://www.harvardgenerator.com/](http://www.harvardgenerator.com/) or [https://www.refme.com/](https://www.refme.com/) may help with referencing. However before using these resources ensure that you understand how to properly and effectively use them.
  ➢ Encouraging students to ask questions if they don’t understand any aspect of referencing or academic honesty.

Review March 2020
• Teaching and reminding students how to be organized and give themselves plenty of time to:
  ➢ Read extensively and widely around the topic.
  ➢ Develop their own voice, opinions and ideas with respect to the topic, rather than simply summarising or rewriting the ideas in their own words.
  ➢ Record their information sources (when taking notes), including the relevant page numbers, URLs, etc.
  ➢ Develop a structured argument or approach (depending on the subject and type of assessment) from the outset.

• The use of “Turnitin” as an electronic tool for the completion of written work outside the classroom and checking work against many online sources.
  ➢ Whilst it is a useful tool, it is a similarity checking tool and cannot be relied to detect plagiarism without further investigation by the teacher with respect to referenced sources.
  ➢ Students should ask their supervisor/teacher if they can run their draft essay through Turnitin prior to submission.
  ➢ Students should make sure that they give credit for all source material used in the preparation of their essay/paper.

• Teachers making it clear whether work is to be completed individually or collaboratively in groups.

• Teachers being fully briefed and understanding systems used to promote academic honesty.

• Parents being informed about and having access to the Academic Honesty Policy using multiple pathways, e.g. workshop, website, Instagram...

4. Procedures
Upon each suspected violation of the Academic Honesty policy, the following procedure will be followed:

(a) The Teacher (or invigilator in the case of an examination) who assigned the work will:
  ➢ Consult their Head of Faculty and if required the relevant Programme Coordinator to determine if the violation warrants investigation;

(b) If it is decided that academic misconduct may have taken place then the Teacher, Head of Faculty and Programme Coordinator will follow these steps
  ➢ Consult with the student(s) involved giving them chance to explain the situation;
  ➢ Consult with any other individuals who may be involved (or otherwise);
  ➢ Determine if academic misconduct has taken place.
  ➢ Summarize the findings of the investigation for reference

(c) If the findings conclude that academic misconduct has taken place the Teacher, Head of Faculty and Programme Coordinator will meet (with the Principal[s]if necessary) to determine the appropriate consequences as per Section 5 and 6 below. The

Review March 2020
investigation summary and appropriate consequences will be used to write an official incident letter which will be made available to the student(s) and their parents.

(d) The official incident letter will be added to the student’s school file.

(e) To ensure that the violation is not repeated, the student will meet with the teacher or Programme Coordinator to learn what steps should be taken in the future to avoid this type of academic misconduct.

5. Consequences

The following consequences will take place when a student has been found guilty of academic misconduct:

(a) First instance:
   Elementary
   Teachers will review what academic misconduct happened and discuss with students how to avoid doing it again.

   High School
   The student will receive an internal grade of NA in the particular assignment and will be expected to complete an alternate version of the task. A formal conference will take place between the student, teacher, parents, relevant Coordinator and High School Principal(s), and two copies of an official incident letter, which summarizes the discussion and consequences, will be signed by all parties and one copy will be shared with the parents.

(b) Second instance:
   Elementary
   Teachers will review what academic misconduct happened and discuss with students how to avoid doing it again. The student will receive an internal grade of NA in the particular assignment and a formal conference will take place between the student, teacher and parents.

   High School
   The student will receive an internal grade of NA in the particular assignment and will be expected to complete an alternate version of the task. A formal conference will take place between the student, teacher, parents, relevant Coordinator and High School Principal(s), and two copies of a second official incident letter, which summarizes the discussion and consequences, will be signed by all parties and one copy will be shared with the parents. The student may serve an in-school suspension for up to three school days.

(c) Third instance:
   Elementary
   Teachers will review what academic misconduct happened and discuss with students how to avoid doing it again. The student will receive an internal grade of NA in the particular assignment, a formal conference will take place between the student, teacher, parents and Principal(s).

   High School
   The student will receive an internal grade of NA in the particular assignment and will be expected to complete an alternate version of the task. A formal conference will
take place between the student, teacher, parents, relevant Coordinator and High School Principal(s), and two copies of a second official incident letter, which summarizes the discussion and consequences, will be signed by all parties and one copy will be shared with the parents.

The student may serve an in-school suspension for up to one week and must demonstrate to a comity of school leadership members why they should be allowed to continue their studies at Sekolah Ciputra and under what conditions.

(d) Exceptional Circumstances
Further consequences may be determined on an individual case basis taking into account the nature of the work and the severity of the academic misconduct.

Such examples might include:
➢ In examinations students will receive a result of 0 with no opportunity to retake the test.
➢ Publication or reproduction of exam/test material or answers may result in all students who took the exam/test having to retake an alternate version
➢ Student work will not be submitted to the IB
➢ Personal project with academic honesty issues will receive a grade of F.
➢ The IB will be notified of misconduct in IB examinations and assessment and the IB will impose further consequences as determined by the Final Awards Committee for Academic Honesty.

6. Discretionary Power
➢ Sekolah Ciputra reserves the right to exercise its discretionary power when deciding on the appropriate consequences/sanctions for students found to have acted dishonestly and/or committed an act of malpractice.
➢ Matters related to academic misconduct are confidential, however universities often ask about academic honesty and school reference letters may explicitly refer to any documented incidences.

7. Links to
2.12 Assessment policy
4.1 Staff Code of Conduct

Bibliography
International Baccalaureate Organization. (2017) Learner Profile Poster

Martin Blackburn
Executive Principal
June 2018

Sutoto Yakobus
Board of Trustees.

Review March 2020
2.2 Sekolah Ciputra Language Policy

Rationale:
Language is the means by which members of a community communicate with each other. Since there are multiple languages that are spoken within the Sekolah Ciputra community, this policy document seeks to establish the philosophies and understandings that underpin the way language is both taught and used at the school and provide direction for facilitating clear, professional and inclusive communication among all members of the community. This policy is premised on the following assumptions:

- The primary language of instruction at Sekolah Ciputra is English.
- Bahasa Indonesia and Mandarin constitute additional languages of instruction.
- English is the accepted lingua franca at Sekolah Ciputra.
- The majority of students at Sekolah Ciputra have English as an additional language.
- The school recognises and promotes the ongoing development of students’ mother tongue.
- All teachers at Sekolah Ciputra are inherently language teachers and are therefore bound by the terms of the school’s language policy.

Purpose of the Sekolah Ciputra Language Policy:
The Sekolah Ciputra Language Policy is intended to:

- Articulate the objectives for language learning at the school from Toddler classes to Year 12.
- Promote a shared understanding of how language is taught at Sekolah Ciputra and the reasoning behind it.
- Provide rules, guidelines and a clear rationale for language use in all areas of the school.
- Underpin a cross-school language curriculum that runs from the IB Diploma programme, through MYP to the early years of the PYP and also takes into account the requirements of the Indonesian education authorities.
- Stipulate and clarify the school’s entrance requirements with regard to language.
- Provide education and guidelines for teachers and parents on the topic of language learning and language use at Sekolah Ciputra.

Definition of terms used:
The following are brief definitions of some of the terms used in this document:

**Additional language:** Any language that is learned in addition to the mother-tongue. This could be a second, third or even fourth language.

**Home language:** The language that is most used in the student’s home.

**Lingua franca:** A language that is adopted as a common language among speakers of different native languages.

**Language systems:** Alphabet, pronunciation, vocabulary, grammar and text types.

**Language skills:** Reading, writing, listening, speaking and visual literacy.

**Mother Tongue:** The term mother tongue is used in the research literature in various ways. It may denote the language first learned; the language identified with as a “native speaker;” the language known best; the language used most. When used in this document, it incorporates all those meanings. Language and Learning in IB Programmes (Aug 2012)
Guidelines

1. Language of instruction and language use around the school.

1.1 All areas of the school.

In the classroom:
- Instructions and discussions are conducted in English, except in cases where, in the teacher’s professional judgment, the use of another language may provide a temporary scaffold for a student to be successful and provided that doing so does not interfere with the language objectives in an assessment task.
- P.E. teachers may choose to repeat safety instructions in English and Indonesian, as safety is especially important during this lesson. P.E. teachers should make every effort to check that students whose mother tongue is neither English nor Indonesian understand instructions.
- Exceptions for the language of instruction are made to accommodate government exam preparation (UNAS) in Years 6, 9 and 12.

During break times:
- Teachers on duty or otherwise in the presence of students are expected to use English to communicate with students, except in cases where a student’s safety may be at risk and the teacher deems it necessary to communicate with the student in another language.
- Students are free to use whichever language they like, however; teachers on duty should be aware that if students are being excluded from participating in break-time activities because of the language being used, then students should be encouraged to use the lingua franca to include everyone.
- Teachers may use any language they choose while in the teachers’ room or lunchroom; however, there is an expectation that teachers will choose a language that everyone present can understand so that all teachers are included and feel valued and respected.

During language lessons:
- The language used for instruction and discussion should be the target language i.e. Mandarin in Mandarin lessons, Indonesian in Indonesian lessons and English in English lessons.
- Scaffolding should be used as much as possible in the target language to ensure everyone understands. This may include:
  - Adjusting the level of language used by the teacher to suit the level of proficiency of the students in the target language.
  - Using concept checking questions to ensure everyone understands instructions and concepts being taught.
  - Using pictures, images, gestures and mime.
- A language rich environment should be provided for students to increase their level of proficiency and deepen their understandings of the structure of the target language.
- Exceptions to the policy are made when preparing students for government examinations.

1.2. Specific to the Early Years:
- The majority of students enter the Early Year Programme with little or no proficiency in English. While it is acknowledged that English proficiency is one of the goals of the Early Years Programme, it is equally acknowledged that development of students’ mother tongue is important and should be fostered as a key part of the students’ education at Sekolah Ciputra.
- Teachers in the Early Years Programme should use their professional judgment in selecting the language with which they respond to their students. The focus should be on engaging students and promoting feelings of comfort, safety and well-being among them, while gradually developing students’ proficiency in English.
- As students gradually acquire proficiency in English, they will naturally alternate between English and their mother tongue. This is called “code-switching” - a perfectly normal and acceptable developmental stage for young multilingual speakers which should not be discouraged.
2. Communicating with the wider community

- Written correspondence provided to parents should include both English and Indonesian translations as much as possible. This is compulsory when the message communicated concerns students' safety or when the message being sent is urgent and of a high level of importance.
- Where communication in Indonesian is not practical, for example on student reports, opportunities are provided for in person translation and/or clarification during scheduled parent-teacher interviews.
- Where parents are not mother tongue speakers of English and Indonesian, English should be used. In some cases an interpreter may be needed and should be provided where available. In the event that a translator is needed, confidentiality of the information being shared with the translator should be considered when selecting a translator.
- Internal correspondence between teachers and administrators at the school must be in a language everyone understands. When addressing teaching teams, this is usually English.
- Public displays of student or teacher work in all areas of the school, including at school assemblies in Ciputra Hall or the Multi-Purpose Hall and on the school's website, should reflect an attention to both the language and pedagogy being promoted.
- Every effort should be made to ensure that displays promote a message of a high quality of language programming at the school. Indonesian teachers should rely on their colleagues who are native English Language teachers for support in editing public displays around the school.
- Any author of reports/newsletters/notifications/website etc can use any standard form of English as long as they are consistent in its use. Editors may choose to edit an entire publication to a particular standard form.

3. Teaching and Learning Language at Sekolah Ciputra

Pedagogy, scope and sequence

At Sekolah Ciputra, we recognise that all teachers are inherently language teachers who are responsible for facilitating language acquisition and promoting communication skills through their teaching. The philosophy of the IB PYP, IB MYP, and IB DP informs language learning at Sekolah Ciputra.

In addition to inquiry-based approaches outlined by the IB, teachers of language classes at Sekolah Ciputra are expected to make full use of a broad and diverse range of contemporary and internationally accepted language, literature and literacy teaching and learning practices.

Sekolah Ciputra offers English, Bahasa Indonesia and Mandarin programmes throughout the three IB programmes. Additional languages are available in the DP and can be taken on a case-by-case basis. The PYP language programmes and MYP Language Acquisition and Language and Literature programmes have been laid out in the Sekolah Ciputra Language Scope and Sequences. These are based on objectives from the relevant IB guides, expectations from the local Indonesian education authority, and the specific context of language teaching and learning at Sekolah Ciputra.

In the PYP, planning for language programmes is done by class teachers and Native English speaking teachers, with guidance from a PYP Coordinator to support a trans-disciplinary approach to teaching and learning in each unit of inquiry. It is however acknowledged that some language skills may need to be developed outside of the trans-disciplinary theme of the unit. English and Indonesian are taught within the Unit of Inquiry and Mandarin teachers collaborate with grade level teachers to ensure integration of the core languages taught at Sekolah Ciputra.

In the MYP there is at least one interdisciplinary unit per year at each year level.

DP is a disciplinary programme; however it is the school’s expectation that subject teachers include language support and learning in their classes.
4. **Mother Tongue**

Sekolah Ciputra recognises that a student's Mother Tongue promotes personal identity and reinforces their cultural heritage and their ability to acquire all subsequent additional languages. We offer support for the preservation and development of a student's mother tongue by:

- Providing bilingual correspondence (English and Indonesian).
- Advising families on arrangements for mother tongue support through outside cultural organisations offered in our community.
- Recognizing that students should be allowed to speak in any language they like during informal situations such as break times, provided they do not alienate students from other language communities.
- Providing LRC resources to develop a number of languages e.g. reading materials in Korean, Mandarin.

5. **Enrolment conditions and entrance testing**

It is the responsibility of the PYP under both this and the admissions policy to develop, implement and review enrolment procedures. These are reviewed annually as the standards of our current students change. Normally these entrance procedures involve, observation, interview and written assessment.

**High School**

All high schoolentrants are given an English test. This comprises of a speaking interview developed by Sekolah Ciputra and based on MYP global achievement indicators, and an online test (CEPT) which is based on the Common European Framework of Reference criteria. These align well with the MYP global proficiency descriptors for Language B. (MYP Language Acquisition Guide, p14).

Students transitioning from Sekolah Ciputra PYP 6 to High School are given a placement test. Those students not achieving Phase 3 or higher are encouraged to enrol for extra English tuition outside of school with a reputable course provider.

6. **Language Portrait**

A language portrait questionnaire is given to all new enrolments with assistance from parents for younger learners.

The language portrait includes sections on:

- Languages spoken and language background.
- Reading and viewing habits.
- Previous language learning experiences.

The language portrait provides part of a needs analysis that helps inform the planning of teachers at Sekolah Ciputra and the kind of support the students may need. It also helps inform language policy revisions. The cross school language committee should review the language portrait each year.

7. **Additional Language support**

The additional language support programme is responsive to cohorts and individual students as required.

Students who are adjudged to need additional support with language acquisition are given the appropriate combination of push in and pull out interventions. The timing of these interventions is organised on a case by case basis.
2.2 High School

Entrance requirements are reviewed yearly for English to ensure that language is not a barrier to student success.

With the introduction of phases to the Language Acquisition programmes, students receive Additional Language support through the Mandarin, Indonesian and English programmes.

The school supports DP students wishing to pursue an additional language not offered at the school through self-taught IBDP language acquisition courses.

7. Professional Development and Education for the Sekolah Ciputra Staff and Parents

The Sekolah Ciputra Language Philosophy is informed by evidence based research. The school is committed to staff professional development and parent education.

7.1 Teachers

As part of a wider commitment to professional development Sekolah Ciputra provides teachers with the opportunity to

- Attend PYP, MYP and DP language workshops on a yearly basis.
- Attend in-school PD by curriculum heads and teachers who attend workshops held overseas.
- Attend workshops focused on how to support students at Sekolah Ciputra through practices such as Content and Language Integrated Learning (CLIL).
- Attend English Language courses to improve their own levels of English
- Workshops to clarify the rationale behind the language policy. This should address:
  - the IB’s beliefs about multilingualism.
  - the use of English and the mother tongue in the classroom and other areas of the school.
  - the importance of English as a lingua franca as a means to providing an inclusive education for all.
- Take part in the school language steering committee responsible for the creation and implementation of this document.
- Choose English language proficiency as one of their professional development goals.

7.2 Parents

The school provides opportunities for parents to:

- participate in the school language policy committee which may include workshops.
- attend workshops and information meetings which include:
  - The Sekolah Ciputra Language Policy, rationale and implementation.
  - The IB’s beliefs about language.
  - The importance of maintaining and developing the students mother-tongue language and literacy skills
  - Ways to support language learning and bi/multilingualism at home and how Sekolah Ciputra does this at home.
  - Face-to-face information sharing for parents whose children are in the EAL programme.
- participate in or lead school language clubs after school for children with minority mother tongue languages.

8. Cross School Language Sub-Committee

The school will have a standing cross school language sub-committee whose tasks will include:

- Acting as the steering committee for the on-going review and development of the language philosophy, language policy and related policies.
- Preparing process documentation for the purpose of auditing the implementation of the language and related policies.
• Ensure that the contents and obligations of the language and related policies are clearly understood by all stakeholders.
• Ensuring that there are coherent cross school scope and sequence documents for language and associated areas, research etc.
• Promoting excellence in both learning language, learning through language and learning about language.

Linked to:
2.2A Language Philosophy 2.12 Assessment
2.6 Mother Tongue Support 2.7 Entrance Testing
3.1 Student Safety 3.5 Enrolment
3.6 Re-enrolment 4.3 English Speaking
4.4 English Language Development Draft Academic Promotion.

Martin Blackburn
Executive Principal
April 2017

Pak Sutoto
Board of Trustees
2.2A Sekolah Ciputra Language Philosophy

We believe that language is fundamental to the human need to communicate and socialise and that language, communication, thinking and learning are mutually dependent. We believe that language is inseparable from and shaped by culture and social interaction. Furthermore, we believe that all languages must be respected equally as must all cultures.

We believe that we learn through language and that it is a school's responsibility to develop language so that children and young adults can acquire the ability to think independently, to develop social skills, positive character attributes and attitudes, engage critically with new information and become autonomous, self-directed learners.

Furthermore we believe that as we learn language while learning in all subject areas, all teachers at Sekolah Ciputra have a responsibility to model appropriate language to the best of their ability and consciously aid the development of language through their teaching practice, no matter what their specialisation.

We believe that best practice in the teaching and learning of language is achieved through the approach of inquiry learning and through other approaches and methods that are underpinned by contemporary evidence based research. We believe that what constitutes best practice is linked to the teaching and learning context and this varies from country to country and school to school.

We recognise that language learning is not a linear process and that every student learns at a different rate and that there may be periods of rapid learning and others of slow progress. We also recognise that students have individual learning preferences and respond differently to activities and experiences. Therefore, we believe that it is every teacher's duty to ensure their own practice draws on respected teaching methods and that these are applied in a way that is relevant to the context of Sekolah Ciputra and is differentiated to the needs of the students.

We believe that multilingualism is no longer a luxury but a reality with the majority of global citizens speaking more than one language. We recognise that ability in global languages such as English provide opportunities to interact with international individuals, organisations and economies and that all students should have a right to this.

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1 Making the PYP happen, p.68
2 Halliday, 1960
3 PYP Language Scope and Sequence, P18
4 Graddol, 2006
We also believe that the mother-tongue must be developed alongside additional languages as this promotes respect for an individual’s cultural identity, language, national values and allows a respect for cultures different from their own. Development of language should be additive; languages being learnt are developed in all areas including social and academic language, and the mother tongue must not be replaced by the additional languages. We recognise that additive multilingual education leads to higher rates of language and literacy learning, better academic performance at school, and improved job prospects and salaries upon graduation.

We believe that students should be free to use whichever language allows them to accomplish their purpose most successfully whether for social communication or learning as long as it fits with the prescribed IBO language of assessment. However, we believe that language should not exclude others and that teachers and students should use a language in which everyone present can understand and participate.

At Sekolah Ciputra we are therefore fully committed to ensuring students are fully proficient in their mother tongue and at least one additional language by the time they complete the three IB programmes and/or the Sekolah Ciputra Based Diploma Programme (SBDP) offered at the school.

Signed

Martin Blackburn
Executive Principal
June 2018

Sutoto Yakobus
Board of Trustees

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5 Unicef, 1989

Review April 2019
2.3 Inclusion Policy (SEN)

IB programmes "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their difference, can also be right."

IB mission statement 2004

(This Special Education Needs Policy has been developed in accordance with the IBO Special Educational Needs guidelines issued in August 2010.)

Rationale

Sekolah Ciputra believes that every child is unique and special. Each child has the right to an education that caters for individual needs. Some children may require extra support to ensure that their needs are met and that success is experienced. All members of the school community are responsible for appreciating differences and accepting and respecting each other.

Students with Special Educational Needs are students who have been diagnosed by a qualified professional, and experience difficulties in basic areas of learning that are related to cognitive, social, emotional, or physical development. Sekolah Ciputra aims to assess and support SEN students in their learning where practicable.

Purpose

- to recognise that children with Special Educational Needs can, and should, have access to education
- to establish whether the school can accommodate the individual needs of students with special needs
- to establish collaboration between the school, parents and relevant professionals, in developing Individual Education Plans (IEP) for children with special needs
- to provide training and develop resources to support teachers in supporting students with Special Educational Needs, including in the area differentiation
- to create and sustain a school environment which is beneficial for all involved

Roles and responsibilities

Special Education Needs Coordinator (SENCO)

The SENCO is responsible for:

- supporting teachers through in-class observations to identify students that need learning support.
- gathering data, in cooperation with class teachers, to support the parents in gaining expert professional diagnoses of learning support issues.
- providing for relevant teachers, at the beginning of each school year, a Student Identification Profile for each SEN student and keeping it up to date.
- supporting class teachers in devising strategies; establishing Individual Education Plans (IEP) appropriate to the needs of the student; and advising on appropriate resources and

December 2020
materials.

* supporting the ongoing practice of all teachers; providing professional development, guidance and advice in areas related to special educational needs.
* organising further meetings with parents and teachers to share and review IEPs.
* liaising with outside agencies and providing a link between these agencies, class teachers, and parents, including arranging PD where available and when possible.
* assisting in the monitoring, and evaluation, of progress of SEN students through the use of school assessment information (e.g. class-based assessment records, Managebac, Student Management System).

**Class Teachers**

Class Teachers are the key persons in supporting students' learning. Class teachers are responsible for:

* supporting all students, including SEN students, in the classroom by providing an appropriately differentiated programme. This includes the following areas: assessment, resources, strategies, and outcomes. Teachers involve faculty coordinators and SENCO for advice on these areas and how best to develop and maintain an inclusive classroom environment.
* making themselves aware of this policy, and procedures for identification, monitoring, supporting and assessing SEN students.
* giving feedback to parents and the SEN team about SEN students in their care.

**Learning Support Staff**

Learning Support Staff are internal and external professionals who are assigned to support students with Special Educational Needs, and will be involved in interventions, such as:

* withdrawing students from class for individual or group-focused activities. This should happen if severe learning difficulties arise in a certain subject and over an agreed period of time.
* designing an IEP with clear targets and timelines when learning difficulties are severe.
* assisting teachers to support specific learning and behavioural needs, and providing physical assistance for students with mobility issues.

**Special Educational Needs Review Team**

The SEN Review Team consists of SENCO, counsellors, principals, vice principals and learning support staff. Meetings are scheduled to gain a school-wide picture of services needed and plan the next steps for each student.

**Procedures**

**Identification, assessment and provision**

In collaboration with the SENCO, all teachers are responsible for identifying SEN students at an early stage. The school enrolment form will require parents to disclose either a diagnosed learning support issue, or whether their child has received learning support. This will be communicated to the relevant unit head so the student can be assessed appropriately.

*December 2020*
Students who have a report from an accepted Educational Psychologist or Consultant which states that they have been diagnosed with a specific learning challenge, and are within our capability of support, will be supported by the Special Educational Needs team. Other students who are weak, underachieving or struggling, may also be monitored. If staff believe that a student may have a specific learning challenge (e.g. dyslexia), the parents will be contacted by a counsellor. Recommendations for a formal assessment by an Educational Psychologist may be made.

Early identification of students with SEN is a priority. The school will ascertain students' needs through:

- evidence obtained by teacher observation/assessment.
- monitoring their ability, attainment and progress.
- levels, Reading and Comprehension Ages and any other forms of ability and attainment testing.
- records from previous schools where available.
- information from parents/carers.

Progress will be monitored throughout the academic year.

The school will use a variety of methods for providing for the needs of SEN pupils. These include:

A. full-time education in classes, with additional help and support from teachers/learning support assistants through differentiated explanations, tasks and expected outcomes
B. periods of withdrawal to work with learning support staff
C. in-class support by learning support staff
D. support from specialists within class or as part of a withdrawal programme. Specialists may include outside professionals, as well as the SENCO and counsellors.
E. subject specific support for IB learners

Following identification

If the school decides that a student requires additional support to make progress, the SENCO, in collaboration with teachers and in consultation with parents, will coordinate a programme of support as outlined below.

Action to support SEN students operates at three levels:

1) Cause for Concern
At this level, concerns have been raised and discussed, teachers are aware of the needs of the student, but no action is required beyond differentiated teaching and assessment. The student will remain on the Cause for Concern list and be reviewed until there is no longer a Cause for Concern or until their needs warrant School Action. Parents are notified of the concerns and their support requested.

2) School Action
If a child continues to be a Cause for Concern, the SENCO and teachers will review the approaches to be adopted. Parents will be consulted and encouraged to arrange a formal assessment for their child by an Educational Psychologist and an Individual Education Plan (IEP) will be created.

December 2020
The IEP contains a description of the student’s needs, and strategies that are recommended to support those needs. Specific and achievable targets for the student will be developed collaboratively by class teachers and SEN staff and shared with parents.

3) Review of School Action

The IEP will be reviewed on a regular basis depending on need, but in any case no less than twice a year. Students who have made significant progress may have their IEP removed, but will continue to be monitored by the SEN team.

IEP reviews in the High School take the form of a meeting with subject teachers and Homeroom Teachers, YLM, SENCO and Parents. The student’s view will also be taken into account.

IEPs in the Pre-Elementary and Elementary are reviewed regularly by class teachers and relevant subject teachers with SENCO to provide progress reports for the SENCO. Meetings to develop and review IEPs are scheduled by class teachers and attended by parents, class teachers, single subject teachers and where deemed necessary by the SENCO, the principal.

The role of the SENCO, with regard to IEPs, is to ensure the IEPs are being implemented and reviewed as agreed, and to coordinate a response from the school should there be a need for further screening, advice, commissioning of an Educational Psychologist’s report, or further support from an outside agency.

Record Keeping

The school will record the steps taken to meet the student’s individual needs. The SENCO will ensure that records are accurately maintained. An up-to-date SEN register and copies of IEPs will be available at all times.

Partnerships with parents

Sekolah Ciputra firmly believes in developing a strong partnership with parents so that SEN students can achieve their potential. The school recognises that parents have a unique overview of the student’s needs and how to support them, and that this gives them a key role in the partnership.

The school considers parents of SEN students as valued partners in the process. Depending on age and appropriateness, SEN students will also be encouraged to participate in the decision-making processes affecting them. The effectiveness of the school in meeting the needs of enrolled SEN students will be evaluated formally each year, and decisions about the child’s continued enrolment will be made in consultation with parents and in keeping with the school’s enrolment, re-enrolment and academic promotion policies (Still in draft form at the time of reviewing this policy.)

Differentiated Assessment

In assessing students, the curriculum outcomes and the assessment criteria will not be changed; however, assessments will allow for a broad level of difficulty through a graduated range of questions and/or by giving students a variety of choices in the products that are available for them to respond with. Support and guidance from teachers will be given through different teaching styles and approaches to students, for example: providing further clarity to instructions, providing more examples, explaining one-on-one, producing visual aids. This will be done with the student’s dignity

December 2020
in mind and in accordance with the IEPs and in alignment with the rules of the IB.

For students who are eligible for special arrangements, their teachers and their parents will be informed in advance (any support or treatment for the purpose of assessment will be arranged according to the needs of each unit and further explained in a separate handbook). Differentiated assessment for any activity that contributes to an MYP/Diploma grade must follow the policies and practice of the IBO.

**Access to out of classroom activities**
The School will, wherever possible, make reasonable adjustments to allow SEN students access to the full range of educational and learning experiences that the school provides. However, the school will also need to consider:

1) the well-being of the student.
2) the financial resources available to the school.
3) the health and safety requirements.
4) the needs of other pupils.
5) the need to maintain academic, musical, sporting, and other areas.

**Accessibility Strategies: Buildings**
At present, the school's physical facilities for students are limited but the school is committed to ensuring that the school's culture, policies, and procedures are made accessible to children who face challenges to access all school facilities and to complying with legal and moral responsibilities to accommodate the needs of applicants, students, and members of the staff who have disabilities for which, after reasonable adjustments, the school can cater adequately.

Linked to:
2.7 Curriculum Design and Review
2.8 Teaching and Learning and 2.8A Teaching and Learning Philosophy
2.12 Assessment
3.1 Student Safety
3.5 Enrolment
3.6 Re-enrolment

__Sekolah Ciputra__

Martin Blackburn  
Executive Principal  
December 2018

Sutoto Yakobus  
Board of Trustees  

December 2020
2.4 Professional Development Policy

Rationale
Professional Development is an integral part of school improvement and must therefore constitute a reasonable part of the school's budgetary allocation. It reflects the commitment of the school to ongoing professional development as both an expectation and a necessity for staff to continue to grow as professionals throughout their tenure at the school. PD includes regular sessions done within and/or across the units, special sessions involving presenters brought to the school or staff going to other venues both within Indonesia or overseas to participate in workshops, school visits and conferences. It is essential that the provision of PD be done in such a way as to address the needs of the school identified in school and unit Annual and Strategic Plans, and that it be allocated in a way that is seen as fair and transparent by all.

Purpose
To ensure that access to high quality, developmentally appropriate professional development opportunities is available to staff in a fair and transparent manner in keeping with Clause 12 of school regulations.

Guidelines

Guidelines

- Professional development at Sekolah Ciputra falls into 2 distinct categories:
  - Regular in-school sessions or external visiting presenters at the school.
  - Workshops and conferences that occur outside the school within Indonesia and overseas.
- Each unit is expected to prepare a Professional Development plan for the following Academic Year, including plans for the whole staff, for teams/faculties and for individuals. This must include cost estimates for the budget.
- A record of the Professional Development attended by each teacher must be maintained by the relevant academic coordinator or unit head.

Regular in-school sessions

- Sharing expertise with colleagues is an essential element of the school improvement process as well as the establishment of a culture of professional learning at the school. All staff are expected to use their knowledge, skills and expertise to help develop colleagues.
- Tuesday afternoons between 15:00 and 16:00 have been reserved for staff to engage in professional learning. During this time, no staff members are assigned additional duties.
- Each unit is expected to develop procedures for attendance and participation in in-school professional learning and these procedures must align with the terms of this policy.
- Unit principals are expected to ensure that the above mentioned time is used for the purpose of providing staff with the opportunity to engage in professional learning related to their professional practice and linked to the implementation of the school's action plan.
The organization of these sessions is the responsibility of the senior leadership team of each unit and must be planned in advance to reflect the most current and relevant professional learning needs of staff.

External Visiting Presenters

- As part of the implementation of the IB Program of Learning, the school will invite external IB certified presenters to Sekolah Ciputra to offer workshops over the course of 2 days once every other year in each unit.
- Of the two days selected for the IB in-school workshops, one day will occur outside of the regular school week.
- As with other professional development, the workshops selected will align with the needs of staff engaged in the implementation of the school and unit Annual and Strategic Plans and the financial resources provided by the school for this purpose.
- The organization of these workshops is the responsibility of the Curriculum Coordinator(s), in consultation with the unit principal and the executive principal.
- External presenters may also include authors, community agencies and other professionals deemed to have expertise in the area of education.
- From time to time, the school’s Foundation may introduce new policies and procedures that will require staff to engage in new learning under the guidance of Foundation staff.

Workshops and Conferences within and beyond Indonesia

While staff are encouraged to seek opportunities for professional learning beyond what is offered at the school, such opportunities must be viewed within the social, pedagogical and financial context of the school. Minimizing the disruption of programs and understanding the limits of the financial resources available for professional development are factors that must be taken into consideration when granting permission for staff to attend external professional development sessions. Each Unit is expected to have a clear process outlining how requests and recommendations will be considered. Decisions about who attends and when they attend should be grounded in the following principles:

- All staff are eligible to request professional development opportunities beyond the school.
- The professional development opportunity requested must address the needs identified in the School Strategic Plan and in each Unit’s Action Plan.
- The application and approval process must be fair and transparent and accessible to all staff.
- Requests to attend sessions outside of Surabaya or overseas include the following:
  - Staff who attend will be required to commit to Sekolah Ciputra for the period of time specified in the school regulations to ensure that the cost of the PD is reflected in improvements at the school.
  - If they resign from their position earlier they will be required to pay back some or all of the costs of the PD according to the schedule on the Professional Development Activity Contract.
  - Staff who attend PD for training in specific areas such as IB Coordinator training must commit to holding that position for the same period of time as mentioned above.
o Proficiency in English Language is one of the factors taken into consideration when making decisions about attendance at external workshops. A minimum score of 5.5 on the IELTS test is looked upon favourably and considered necessary for a teacher to make the most out of a professional development opportunity; however, other factors such as a teacher’s level of expertise, interest and passion for a particular subject area and the teacher’s professional learning needs may also be taken into consideration at the discretion of the Executive Principal.

o Where a choice has to be made between two applications of equal merit, PD which occurs during school holidays will be supported in preference to that which does not. The sole purpose of this principle is to minimize disruption to classes.

IB Conferences

- An IB Heads of Schools conference occurs every two years and the school is committed to sending at least one person.
- The IB Asia Pacific holds an annual conference to which the school commits, as far as possible, to sending principals, vice-principals and IB Coordinators, provided they have not already attended another overseas conference or workshop in that school year.

Funding

Funding for professional development is the joint responsibility of the Executive Principal’s Office and the Units in accordance with the following:

- PD related in any way to the Diploma Programme should be funded out of the Diploma Programme budget regardless of anything referenced in this section of the policy.
- The Executive Principal’s Office will include in its Budget an allocation intended primarily for whole Unit Professional Development and for overseas PD (except for that related to the Diploma Programme). Examples of this include bringing outside trainers to the school for large group PD; guest speakers/experts for the whole staff; individual IB training and training in other non-IB areas.
- Funding for attending overseas conferences will come from the Executive Principal’s budget except where a staff member attending a conference is either the High School Principal or teaches within the DP.
- Unit budgets should be used for training within Indonesia, except where that is covered by the above.
- A separate budget is dedicated to buying professional learning resources such as books, videos and/or software for the unit libraries that reflect the latest research and technology.

Policy Review Date April 2020
Post- PD follow-up

Upon completion of any school-sponsored PD activity, there is an expectation that staff who attended will seek the opportunity to share their new learning with their colleagues. This may include but is not limited to:

- Sharing copies of relevant handouts, readings, texts
- Hosting a discussion session or presentation with colleagues
- Running an internal programme for the benefit of other staff members
- Submitting a detailed report outlining what the PD was about, what the attendee learnt and how it could be used to improve the school

Becoming an IB Presenter

IB Presenters are teachers who contract with the IB to run IB training either at workshops or in individual schools twice each year. The IB requires the school to approve staff becoming IB Presenters and then expects the school to support those staff to be away from school periodically each year in order to run workshops or participate in school visits.

To become an IB Presenter requires attending a workshop financed by the IB. Staff who wish to become IB presenters need to apply in writing using the training request form through their Unit Principals for permission. Final permission must be given by the Executive Principal.

The benefits of having teachers on staff who are IB presenters are clear. Apart from the expertise they must have within the IB Programmes in which they teach, they will bring ideas back from the workshops they run which would allow the programme at Sekolah Ciputra to improve and flourish. These benefits have to be balanced against the fact that these highly skilled staff members have to be away from the school at various times. For this reason, the following will apply:

- Staff who are trained IB presenters are allowed to accept two invitations each year from the IB to facilitate a workshop or participate in a school visit, provided the dates of those events do not coincide with school events which will be adversely affected by the absence of those staff members
- In order to minimize the disruption to their duties at school, IB presenters will accept no more than one invitation each semester
- All invitations from IB which presenters wish to accept must be presented to the unit principal for approval
- IB presenters are free to accept as many invitations for events that occur during school holidays as they wish and can expect that the school will support them in terms of obtaining letters required for visas etc.
Funding for Further Study

The Board can provide some assistance for staff members who wish to improve their formal qualifications. Staff members interested in pursuing this should contact HCIS for further information about the criteria for selection, the details of what support can be given and the expectations of the Board with regard to employment at the school.

Martin Blackburn  
Executive Principal  
December 2017

Sutoto Yakobus  
Board of Trustees

Policy Review Date April 2020
2.5 Digital Citizenship

Rationale
Sekolah Ciputra supports Digital Citizenship to promote a safe and responsible use of technology. Using ICTs effectively is one of the key skills that enables students to participate as effective digital citizens in today's society and in the future. Therefore, students shall be given chances to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment. Through fostering a culture of responsible digital citizenship in our school community, we aim to harness the potential that technology brings to the teaching and learning process, while minimising the challenges we may experience.

Purpose
- To provide guidance to students, teachers, staff and parents about what constitutes a smart, safe, responsible and ethical use of technology which is in line with our school's Vision and Mission statement.
- To ensure the welfare and safety of the students, teachers and staff when using the Internet and digital devices for teaching and learning.

Guidelines
- The ICT department provides a filtered internet service for computers logged into the school's network.
- All the accessible digital technologies which are valuable for teaching and learning needs to be used in an ethical and responsible manner.
- School has a clear process in place around expected behaviours when students, teachers and staff are using digital technology.
- School has a digital citizenship programme embedded across the curriculum
- Students, teachers and staff use an array of technologies for educational and professional purposes only.
- All teachers, students and staff respects privacy and use ICTs to communicate in a positive and polite way.
- ICT usage reflects the school vision, IBO learner profile and the spirit of staff professional conduct and child protection.

Links to:
- 2.11 Information Technology
- 3.1 Student Safety
- 3.2 Student Behaviour
- 4.1 Staff Professional Conduct

Martin Blackburn
Executive Principal
May 2019

Sutoto Yakobus
Board of Trustees

Review May 2021
2.6 Mother Tongue Support for Languages other than English, Bahasa Indonesia and Mandarin

Preamble:
This policy deals with situations where a student whose mother tongue is not one of the three languages Sekolah Ciputra offers enrols at the school and parents request support for the student to continue development in that language.

(Ref: See the IB documents relating to Mother Tongue)

Position:
The school is committed to supporting the mother tongue of all students while at the same time working to ensure that students are as proficient as possible in the language of instruction, English. Consequently, the school will support opportunities for students to continue to learn their mother tongue. This may be through online services, assistance in finding local tutors or finding tutors who are willing to help via Web applications.

Organisational and Financial Responsibilities:
In the enrolment process, the school will discuss with parents the mother tongue needs of the student. The school will work with parents to find a suitable means for the student to continue development in their mother tongue. Both parties, school and parents, will be actively involved in this process.

If parents ask the school to provide specific ongoing mother tongue lessons, the school will, in general, pay for half of the cost of such support. Support may occur in the following ways:

- Online tutoring systems such as Pamoja, if available
- A part-time teacher, if available, who comes to the school for lessons or to whom the students may go (all transport arrangements will be at the cost of the parent or tutor)
- A contact in a home country or other place who works with the student via email, Skype and Web applications such as blogs, chatrooms, etc

Payment for any of these options will be made using the normal school payment processes. Parents will be invoiced using the normal billing procedures.

Martin Blackburn
Executive Principal
August 2016

Policy Review Date August 2018
2.7 Curriculum Design and Review

Rationale
As an International Baccalaureate Continuum School in Indonesia, Sekolah Ciputra is obliged to design and deliver a broad and balanced curriculum, which incorporates the requirements of the Indonesian Ministry of Education, the International Baccalaureate Organization (IBO) and the vision and mission of Sekolah Ciputra. Such a curriculum must be developed in response to the needs of all students of the school, including students identified as having Special Education Needs (SEN). The school Principals, Academic Administrator, International Baccalaureate Coordinators, Faculty Heads and Team Leaders are jointly responsible for the development of written curricula in all subject areas and grade levels.

The following principles shall guide all matters pertaining to curriculum development:

- Curriculum development and review shall be informed by and grounded in current and relevant educational research
- Administration and qualified staff shall be involved in a continuous process of curriculum development and revision, focused on ensuring the continuity and consistency of curriculum offerings between and within grade levels.
- A regular cycle of curriculum revision in which each subject is reviewed at least once every five years shall be implemented to maintain the relevancy of the school’s curriculum.
- Resources used in the design of the curriculum shall reflect both the social context of the school, our affiliation with the International Baccalaureate community and further enriched by the diversity of the student body and staff at Sekolah Ciputra.
- Appropriate student and programme assessment instruments, both external and internal, shall be used to regularly evaluate the effectiveness and relevancy of the curriculum. Results shall be reported to the Board and the community.
- Textbooks, supplementary materials and library acquisitions shall be selected and updated as part of the curriculum development and revision process.
- The Board shall be informed and consulted about major changes proposed to the curriculum and will give final approval for the use of all curriculum documents.
- Processes for the provision of curricula and access to quality curriculum delivery shall be fair and transparent.

Purpose
1. To articulate the academic goals of the school in a clear, coherent and transparent manner
2. To ensure accountability and foster confidence in the provision of quality curricula to all stakeholders
3. To provide a clear statement of expectation for students, teachers and the community.
4. To facilitate the provision of quality programmes, relevant to the needs of individual learners.
5. To provide students with clear targets that can support the development of independence in learning.
6. To ensure that the school is compliant with requirements laid down for accreditation with the Indonesian Ministry of Education and authorization with the IBO.

Review September 2020
7. To support rigour and continuous improvement of the programme of learning at Sekolah Ciputra

Guidelines

1. The school will ensure that curricula in all subjects are articulated across the grades at Sekolah Ciputra. Each subject will have a dedicated team responsible for its articulation, review and delivery.

2. In keeping with the principles of sound pedagogy, the school’s curriculum must reflect the cultural diversity of the student body at Sekolah Ciputra.

3. Units will maintain professional development records to ensure that staff have the relevant training for curriculum delivery.

4. Each unit will ensure that curriculum documentation is stored in a consistent manner that is understood and easily accessible by staff.

5. Each unit will ensure that curriculum documentation is current and that no unit of work is taught without being audited and approved by Principals, Academic Administrator, International Baccalaureate Coordinators and Faculty Heads and Team Leaders.

6. Curriculum coordinators are responsible for ensuring that all units of work are congruent with guidelines laid down by the IBO and the Ministry of Education. They must involve Faculty Heads and Team Leaders in discussions to ensure the regular review of units of work.

7. All units of work taught within the school must contain explicit links to the school’s vision, to internationalism and to the IBO Approaches to Learning (ATLs)

8. Units must have clearly articulated processes to facilitate regular teacher observation and feedback.

9. Units must provide timetabled opportunities for collaborative planning time

10. The curriculum will explicitly emphasise student agency by providing opportunities for students to co-construct learning experiences

11. Units will have clearly articulated processes, publicised to all stakeholder, whereby students can appeal an evaluation of their work that they believe to be unfair or inconsistent with the quality of work submitted.

12. Final curriculum changes and decisions will be made at the Senior Management level, after consultation and discussion.

Links to:

2.1 Academic Honesty

2.2 Language and 2.2A Language Philosophy

2.3 Inclusion

2.8 Teaching and Learning and 2.8A Teaching and Learning Philosophy

2.12 Assessment

Martin Blackburn
Executive Principal
January 2019

Sutoto Yakobus
Board of Trustees

Review September 2020
2.8 Teaching and Learning Policy

Rationale
As an International Baccalaureate Continuum School in Indonesia, Sekolah Ciputra is required to develop and implement a broad and balanced curriculum, which incorporates the requirements of the Indonesian Ministry of Education, the International Baccalaureate Organization (IBO) and the vision and mission of Sekolah Ciputra. In order to meet those requirements, the school Principals, Academic Administrator, International Baccalaureate Coordinators, along with the teaching staff are responsible for ensuring that the written curriculum is accurately and faithfully reflected in the taught curriculum using research-based and internationally accepted best practices. This taught curriculum must be delivered in a manner that takes into account the needs of all students of the school, including students identified as having Special Education Needs (SEN).

Purpose
1. To ensure alignment between the taught and written curricula of Sekolah Ciputra.
2. To ensure that all teachers use teaching methods and strategies that are congruent with Policy 2.7: Curriculum Design and Review.
3. To ensure that all teachers use teaching methods and strategies that are congruent with Policy 2.8A: Teaching and Learning Philosophy.
4. To ensure a common understanding of expected teaching practice throughout the school.
5. To guide classroom visits used for teacher appraisal purposes.

Guidelines
1. Expected classroom practice for each unit will be clearly outlined in each unit’s staff handbook.
2. This practice will be reinforced through classroom observations and walk-throughs as part of the school’s performance review process.
3. In-school professional development time will be dedicated to ensure staff are supported in aligning the taught and written curricula.
4. External professional development will be used to ensure alignment between Sekolah Ciputra and international best practice.

Links to:
2.1 Academic Honesty
2.2 Language and 2.2A Language Philosophy
2.3 Inclusion
2.4 Professional development
2.7 Curriculum Design and Review
2.10 Performance Appraisal
2.12 Assessment

Martin Blackburn
Executive Principal
February 2019

Sutoto Yakobus
Board of Trustees
2.8A Teaching and Learning Philosophy

Preamble
As an IB World School, Sekolah Ciputra has the 3 IB programmes: Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). All programmes are underpinned by a shared focus on international-mindedness and developing the attributes of the IB learner profile. Each programme has its own characteristics and developmentally appropriate elements:

- In the Primary Years Programme, learning aims to transcend traditional boundaries between and among subject areas. Students explore six transdisciplinary themes of global significance: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet.
- In the Middle Years Programme, students explore six global contexts that are developed from and extend the Primary Years Programme transdisciplinary themes: identities and relationships, personal and cultural expression, orientation in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability.
- In the Diploma Programme, the curriculum consists of six subject groups and the three elements of the Diploma Programme core. As one of these core elements, the theory of knowledge course encourages students to become more aware of their own perspectives and assumptions through an exploration of the fundamental question of how we know what we know (What is an IB education? Published August 2013. Updated June 2015 and May 2017)

Each of the IB programmes reflects a central desire to provide an education that enables students to make sense of the complexities of the world around them and to equip them with the skills and dispositions needed for taking responsible action for the future. They provide an education that crosses disciplinary, cultural, national and geographical boundaries and champions critical engagement, stimulating ideas and effective relationships.

Our philosophy
At Sekolah Ciputra, we believe that we learn, not for school but for life: Non scholae sed vitae discimus. When this adage is examined within the context of Sekolah Ciputra’s vision statement, it envisions students who are proud of their national identity, who embrace the spirit of entrepreneurship, who celebrate cultural diversity and who possess the skills, integrity and resilience to participate in a changing global society. For this vision to be realized we teach our students to:

- Take pride in their national and cultural heritage
- Demonstrate integrity, respect and empathy toward others
- Think critically and apply their learning in creative, innovative and entrepreneurial ways
- Communicate their thoughts and ideas in Bahasa Indonesia, English and Mandarin
- Achieve academically at the highest standard of which they are capable
- Respond with confidence and reason to an ever changing world

Review July 2020
Fulfil their social and civic responsibilities, both nationally and globally.

What do we believe about teaching and learning?

Using research from Vygotsky, Bruner and Gardner, these are the key points that frame our beliefs about teaching and learning:

The Constructivist Approach
As students build on their prior knowledge to make meaning of the world by connecting their existing knowledge with new knowledge, it is important for teachers to ascertain students' prior knowledge and provide experiences that give them opportunities to:
- test and revise their understandings
- make connections between their previous and current perceptions
- construct their own meaning.

Structured Inquiry
Teachers make connections between students’ existing knowledge and their individual learning styles in the context of new experiences. This means that students are provided with opportunities to build meaning and refine understandings through structured inquiry. This inquiry may take many forms, with students working sometimes on their own, with partners, or in larger groups. During structured inquiry, students are actively and creatively involved as learners searching for, exploring and constructing their own understandings of concepts. Structured inquiry encourages students to develop intellectually and to hone the skills needed for solving problems. An inquiry approach can include:
- Exploring, wondering and questioning
- Experimenting and playing with possibilities
- Making connections between prior learning and current learning
- Making predictions and acting purposefully to see what happens
- Collecting data and reporting findings
- Clarifying existing ideas and reappraising perceptions of events
- Deepening understandings through the application of a concept
- Making and testing theories
- Researching and seeking information
- Taking and defending a position
- Solving problems in a variety of ways

A Concept-based approach
The concept-based design is fully supported by cognitive and learning research. When information today is a click away on a computer keyboard, the use of classroom time must shift focus from covering and memorizing information to thinking with and applying knowledge at both the factual and conceptual levels. Thinking deeply with factual knowledge and concepts to communicate ideas and solve problems, transferring knowledge across distinct global contexts and situations, and seeing patterns and
connections between concepts, ideas and situations are at the heart of concept-based teaching and learning. Less factual coverage can open the door to deeper thinking and understanding.

(IB position paper: Concept-based teaching and learning, by H Lynn Erickson)

In a concept-based approach, the teachers’ structuring of new experiences, and the support they give to students’ ideas about new experiences, are fundamental to students’ knowledge, understanding, and conceptual development—the ability to have an understanding of abstract concepts, to make links between them, and to think conceptually.

A concept-based approach supports the student’s struggle to gain understanding of the world and to learn to function comfortably within it, to move from not knowing to knowing, to identify what is real and what is not real, to acknowledge what is appropriate and what is not appropriate. To do this, the student must integrate a great deal of information, and apply this accumulation of knowledge in a coherent and effective way.

The cumulative effect of adopting these approaches in teaching and learning at Sekolah Ciputra is the creation and fostering of a culture of learning bounded by inquiry, critical thinking and self-management and propelled by curiosity and international-mindedness.

This philosophy is actioned in both the written and taught curricula of Sekolah Ciputra.

Links to:
2.1 Academic Honesty
2.2 Language and 2.2A Language Philosophy
2.3 Inclusion
2.7 Curriculum Design and Review
2.12 Assessment

Martin Blackburn
Executive Principal
January 2019

Sutoto Yakobus
Board of Trustees

Review July 2020
2.9 Official Trips Out of Surabaya

**Rationale**

Sometimes it is necessary for staff to travel outside of Surabaya to represent the school. This policy is linked to Policy 2.5 Professional Development and Clause 12 of the school regulations.

**Purpose**

This policy is to ensure that the process for staff representing the school on official trips (other than trips involving student activities) is properly managed and controlled. "Official trip" refers to a trip for training purposes, benchmarking purposes, recruitment purposes and other work related trips outside Surabaya.

**Guidelines**

The following policy applies to academic and business staff who propose an out town official trip:

1. The staff member must submit an official trip requisition form to the Head of Unit for approval.
2. If the trip is for professional development a training request form must be filled out.
3. Head of Unit must send the official trip requisition form to HRD Manager for verification.
4. The HRD Manager will send the form to the Executive Director for final approval.
5. The Executive Principal's Secretary will coordinate with the staff member who proposed the trip and with unit administrators to arrange any further steps, including:
   - Registration (if it is for training)
   - Sending confirmation letter (if it is about going to other places for benchmarking)
   - Booking of airfares/transportation to reach the destination and accommodation. The final decision about the level of accommodation and transportation will be made by the Executive Principal and General Manager. Bookings can only be done by the Executive Principal after the requisition form has been approved by the Executive Principal. Please note that the school will only pay if the bookings are done by the Executive Principal's Secretary.
   - A cash advance to cover transportation in Surabaya and at destination (as recommended by HRD manager)
   - Pocket money allowances (as per School Regulations)
   - Issuing PR to process payments
6. There is an expectation that staff who go on an official trip have a responsibility to bring back into the school any information they learn on the trip and share it with unit leaders or other relevant staff. Generally, a written report must be made to unit leaders or other relevant staff cc Executive Director no later than 5 working days after returning
7. All cash advance and original invoices must be settled no later than 5 working days after returning.

Martin Blackburn
Executive Principal
August 2016

*Policy Review Date April 2020*
OUT OF SURABAYA OFFICIAL TRIP REQUISITION FORM

Employee Information

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Official Trip Information

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Detail of Expense

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Proposed by  Approved by  Verified by  Approved by

Employee  Head of Unit  General Manager  Executive Principal
2.10 Performance Appraisal Policy

Rationale:
The Teacher Performance Appraisal System at Sekolah Ciputra is designed to foster and promote the professional development and growth of teachers. It is intended to work in tandem with the goals of the school's action plan in order to be fully integrated into a system of continuous improvement across the school. It is a system that provides principals and teachers with clear and transparent processes and procedures that can inform teachers of the expectations for professional knowledge, conduct, learning and collaboration. It is critical for the appraisal system to be seen as part of a larger supportive and effective system of helping teachers grow and develop as confident, proficient practitioners.

Purpose:
The Teacher Performance Appraisal System at Sekolah Ciputra aims to:

- promote excellence in teaching and learning at Sekolah Ciputra as described in the school's mission and vision
- provide timely and meaningful feedback to teachers about their classroom practice
- identify areas of classroom practice where additional support may be needed
- provide a measure of accountability to all stakeholders
- engage teachers and school leaders in professional dialogue and inquiry that foster continuous growth and development
- ensure that the International Baccalaureate's vision and mission are reflected in teaching practices at the school
- inform the rating scale used at Sekolah Ciputra to determine teachers' salary status

Guidelines:

1. The Teacher Performance Appraisal System must contain the following:
   - Professional Development Plan prepared annually by teachers. The plan is developed to address recommendations for improvement made on the teacher's performance in the previous year and to support the implementation of the school's action plan.
   - Performance Appraisal Rubric (PAR) that describes the knowledge, skills and competencies that teachers must reflect in their teaching practice
   - Classroom Observation by the appraising principal or vice-principal during which classroom practice is observed relative to the criteria on the PAR for the purpose of giving feedback for improvement
   - Pre and/or Post-Classroom Observation Meetings that promote professional dialogue between the principal/vice-principal and the teacher. These meetings are intended to be opportunities to focus observations, ask questions, seek clarification and give feedback. The meetings provide opportunities for reflection and collaboration for the purpose of improving classroom practice.
   - A Teacher Self-Assessment that is completed using the Performance Appraisal Rubric. The teacher offers an assessment of where s/he sees his/her practice relative to each of the competencies identified on the rubric. Teachers must be able to provide supporting evidence for their ratings
   - A Summative Rating that reflects an assessment of a teacher's overall performance. This rating is reflective of the input from the teacher, the evidence to support the teacher's input and the results of the principal's/vice-principal's classroom visits and ongoing professional interactions
with the teacher. The summative rating is given at the end of the Teacher Performance Appraisal Process and is used by the Human Resources Department to inform the school's salary status for teachers.

- **Additional Support** that may be needed depending on the outcome of the teacher's performance appraisal. This support may take the form of assigning the teacher a mentor, more frequent classroom visits for the purpose of offering feedback or opportunities for the teachers to visit other classrooms and/or attend special workshops.

2. Each unit has the responsibility for developing and maintaining procedures which must have the features listed above.

3. Each unit must report back to the Executive Principal that all staff have been appraised annually.

4. Staff documentation must be securely stored in each unit.

5. Staff documentation should only be available to the appraisers, appraises, Principal, General Manager and Executive Principal.

6. Issues of teacher competence, either arising from within or without the appraisal system must be raised with the Executive Principal in a timely manner.

Martin Blackburn
Executive Principal
September 2016

Policy Review Date September 2018
2.11 Information Technology

Rationale
Information Technology is an integral aspect of role of the school in preparing students for their futures and in communications within the school and the broader community. The teaching and learning of technology aims to develop learner agency when making decisions with technology enabling students to be responsible and ethical digital citizens.

Purpose
To ensure that the use of Information Technology at Sekolah Ciputra is safe, effective and enhances the teaching and learning that occurs at the school.

Guidelines
1. The school will have a Digital Citizenship policy which all staff members will be required to sign. Each Academic Unit will have a Digital Citizenship process (See 6.1 Health and Safety and 3.2 Student Behaviour) which students and their parents will be required to sign before being allowed to access the school network.
2. Each Unit will ensure they have processes in place which enable teachers to encourage and enhance positive digital citizenship. In order to have a shared understanding of appropriate digital practices the school will share the digital citizenship policy with all stakeholders. This policy outlines the codes of conduct, rights and responsibilities, health, well-being and protection regarding the use of technology.
3. Each unit will ensure it has frameworks in place within the curriculum to encourage and enhance digital citizenship.
4. In line with IB Principles and the school’s vison professional development should enhance the capacity of teachers and students to become content creators.
5. The units are responsible for ensuring that IT teaching is congruent with the IB’s ICT Model of Teaching
6. The units are responsible for developing and ensuring the seamless integration of ICT into all subjects taught and this should be congruent with the explicit teaching and practice of the IBO’s Approaches to learning.

Supporting Documents
- IB Programmes Standards and Practices (2014)

Links to:
3.2 Student Behaviour
4.1 Staff Code of Conduct
6.1 Health and safety

Martin Blackburn
Executive Principal
November 2018

Sutoto Yakobus
Board of Trustees

Review November 2020
2.12 Assessment Policy

Rationale

Sekolah Ciputra views assessment as an integral part of teaching and learning. The assessment data and analysis provides comprehensive information about student performance. It drives the continual process of improving planning, teaching and learning across the School and can be used to inform the school community of the success of the programme.

Assessment practices at Sekolah Ciputra are consistent with the IB’s assessment philosophy and key principles and share the following characteristics:

- Differentiated to maximize student learning;
- Rich and relevant to both students and teachers; and
- Aimed at developing the IB Learner Profile attributes in our students.

Assessment is conducted through the use of a broad range of strategies and tools, including (but not limited to):

- Strategies: peer observation, reflection, homework, extended practical work, selected responses, presentations, essays, tests, experiments, group work, classroom discussion, examinations, investigations, composition, portfolios and performances
- Tools: checklist, continuum, anecdotal records, exemplar and rubric.

Purpose

The primary purpose of assessment is to improve student learning through the provision of specific feedback to the following parties:

- Students — provide students with meaningful feedback, relevant targets for improvement and the action required to achieve these targets. In this manner, students are encouraged to reflect upon their progress, be actively responsible for their own learning and is able to give feedback to their peer.
- Teachers — provide teachers with meaningful feedback regarding the progress of individual students, enabling them to tailor their teaching and learning strategies in order to further assist these students.
- Parents — provide parents with meaningful feedback regarding their child’s strengths and necessary targets for improvement in a particular subject/unit.
- Pedagogical Leader — provides them with appropriate feedback regarding the effectiveness of the curriculum within the school, thus driving school improvement action plans regarding: PD needs, investment on resources and facilities, subject requirements, staffing needs, timetabling, event calendars and student numbers.

Review December 2019
Distinction between Formative and Summative Assessment

The following general distinction is made between formative and summative assessment:

**Formative assessment:** an integral component of the ongoing teaching and learning process, enabling teachers to identify the strengths and weaknesses with respect to the learning needs of their students, ultimately enabling them to modify their teaching and learning strategies to further develop their understanding and achievement levels.

**Summative assessment:** this form of assessment is aimed at determining the extent to which a particular student has met the relevant criteria/outcomes on a particular assessment item, unit or course of study. While this term is often associated with achievement at the end of a particular unit/course of study, this is not necessarily the case.

Nevertheless, these terms are not mutually exclusive but mutually supportive (Biggs, 1998), so that the focus should be on the manner in which the assessment outcomes will be interpreted and applied (Black, 1993a; William and Black, 1996). Put simply, a specific assessment item could be easily applied for either a formative and/or summative purpose.

**Guidelines**

- All school units Pre-Elementary (Pre-EL), Elementary (EL) and High School continue to develop and review procedures to ensure that the principles and practices in this policy are adhered to and ensure that all stakeholders are aware of the procedure.
- Units will ensure that assessment data is used to inform teacher planning and practice.
- Assessment is ongoing, engaging, meaningful and challenging.
- Assessment measures what students understand, know and can do.
- All teaching and learning involving students is considered part of the formative learning process and may be assessed either formally or informally.
- Backwards planning is used for all topics/units so that relevant teaching strategies, assessment items and criteria to be assessed are outlined at the beginning of each topic/unit.
- A wide range of formative and summative assessment strategies, tasks and tools are used to measure student progress and to improve the reliability and validity of the data.
- All assessment items are clearly aligned with the relevant scope and sequence/subject objectives.
- Students are provided with sufficient opportunities throughout each unit to demonstrate the relevant knowledge, skills, competencies, behaviours and attitudes being assessed.
- Clear and meaningful feedback (formal or informal, depending on the type and purpose of assessment) is provided for all assessment items.
- The school will maintain a cross school assessment sub-committee, tasked with monitoring the principles of this policy and ensuring that practice is congruent with it.

**Supporting Documents**

- Unit assessment handbooks
- Diploma Programme Assessment Principles and Practice
- Diploma Programme from Principles into Practice
- Guidelines for Developing an Assessment Policy
- MYP From Principles into Practice (2014)

Review December 2019
· Making the PYP Happen in the Classroom (2009)
· IB Programmes Standards and Practices (2014)

Also:
2.1 Academic Honesty.
2.2 Language.
2.2A Language Philosophy

Martin Blackburn:
Executive Principal
January 2018

Sutoto Yakobus:
Board of Trustees.

Review December 2019
2.13: School Library

Rationale
As a Continuum IB School, the libraries of Sekolah Ciputra should be the most reliable place to find the information learners need compared to other sources. The library/librarian supports all learners' and teachers' progress towards becoming better inquirers, consumers and creators of information. This support requires a solid vision, good planning and consistent collaboration. It also requires clear communication of how inquiry in particular is promoted in the school community, and how the library/librarian fits into it.

The libraries of Sekolah Ciputra shall foster excellence in all disciplines associated with the school's vision, mission and objectives and serve students and staff at Sekolah Ciputra. Students shall be encouraged to read for pleasure as well as to seek materials that broaden their knowledge. The libraries will offer a curriculum designed to help students to master ATL, to acquire knowledge and to think creatively and independently according to grade level. The libraries will support all students in learning and practicing skills for evaluating and using information. The Sekolah Ciputra libraries will support the development of literacy in its broadest sense, including and not limited to reading, writing, information and financial literacy. The Sekolah Ciputra libraries are an integral part of the school, supporting lifelong learning and international mindedness. Sekolah Ciputra's libraries support mother tongue and additional language development, as well as the International Baccalaureate Learner Profile and Learner Agency.

Purpose
This policy is designed to ensure that the structure and organization of the libraries are well set out and understood but also to ensure that the libraries develop as the multi-media heart of the school which provides quality resources to support and enhance the curriculum, mission and vision of the school.

Guidelines
1. The library staff will develop, implement and review a single common process manual for library usage.
2. All material lent out by the library must be returned each semester.
3. The library staff will provide professional development and support the ATL curriculum and teaching practice in the classroom especially in the information literacy area.
4. The library will provide access to a wide range of multimedia opportunities.
5. Library staff will work in close consultation with the ICT sub-committee.
6. The library will work to ensure that the school language policy is supported.
7. The library staff will consult closely with IB Coordinators to ensure that the IB Learner Profile is supported and that students are taught the requisite literacy skills at each level of the curriculum.
8. The library/librarian act as curators of information, caretakers of content and people, catalysts of people and services, and connectors to sources of information, multi literacies, and reading.

Martin Blackburn  
Executive Principal  
22/5/19

Sutoto Yakobus  
Board of Trustees

Review May 2021
Links with Policies:
2.2 Language
2.3 Inclusion
2.6 Mother Tongue Support
2.11 Information Technology
2.12 Assessment

NB this policy is based upon the IBO publication *Ideal Libraries: A guide for schools*. June 2018

Available on www.ibo.org

*Review May 2021*
2.14 Education outside the classroom.

Rationale
Education outside the classroom (EOTC) can make a substantial contribution to children's intellectual, social and emotional development. It provides opportunities for learning not available under normal circumstances in the classroom. Activities should reflect and enrich the curriculum providing further opportunities for individual learning, personal growth and development. EOTC activities can be both local and international.

Purpose:
(a) To help children grow socially in understanding themselves in relation to other pupils, adults and the community. To enhance self-esteem by developing strengths and abilities.
(b) To appreciate and develop an awareness of the natural environment.
(c) To enrich classroom learning and creativity by providing experiential perspectives.
(d) To ensure that all EOTC activities are carefully planned with safety and student capability as primary considerations.
(e) To provide opportunities for the community to participate in the education of young people.
(f) To support the school vision in terms of encouraging pride in cultural heritage and developing resilience and internationalism.
(g) To support authentic student voice in the planning and leadership of EOTC activities.

Guidelines
1. The school will develop and review the progression of EOTC experiences to ensure that skills are developed in a sequential manner.
2. All EOTC activities must be approved by both the Unit and Executive Principals.
3. Each unit must develop its own protocols for ensuring safety in EOTC unit. These protocols must be approved by the Health and Safety sub-committee and the Executive Principal.
4. Every EOTC unit must have a completed Risk Assessment Management (RAMs) Form filled in and approved by Unit Principals, the Health and Safety Sub-Committee and the Executive Principal. Where outside providers are contracted to provide services evidence of their Health and Safety considerations must be included.
5. Activities must relate to specific learning objectives, be within the capabilities of participants, present appropriate challenges, be adequately supervised as nationally prescribed, foster an awareness and sensitivity to the environment and utilise local opportunities.
6. Teachers supervising must have sound management and leadership skills, teaching skills appropriate to the environment, they should initiate personal growth of children, be trained and prepared in meeting emergencies and be aware of all legal responsibilities.
7. All general school rules must be followed by all participants (both students and staff).
8. School procedures in planning, obtaining appropriate approvals and conducting the programme must be followed. Standard school financial procedures must be followed and used.

Links to:
3.1 Health and Safety 4.1 Staff Professional Conduct
3.2 Student Behaviour 5.4 Staff or Student Led Activities.
3.7 Student Excursions Out of Surabaya

Martin Blackburn
Executive Principal
April 2017

Pak Sutoto
Board of Trustees

Review: April 2019
3.1 Student Safety

**Rationale**
The physical and mental wellbeing of students in Sekolah Ciputra is of paramount importance.

**Purpose**
To ensure that procedures are put in place to ensure the safety of students at Sekolah Ciputra.

**Guidelines**
1. The school will follow the requirements of the Health and Safety Policy (6.1 Health and Safety.)
2. The school will follow the requirements of the Student Behaviour Policy (3.2 Student Behaviour.)
3. Each unit will develop and implement guidelines for dealing with bullying, including physical, mental and cyber bullying.
4. Significant issues regarding student safety are cross school issues and must be brought to the attention of the Executive Principal.
5. All staff will be required to read and sign a copy of Policy 4.1, Staff Professional Conduct. A copy of this will be kept on their personal file.

**Suspected Abuse and Neglect**
The school will establish appropriate procedures to ensure proper reporting of suspected child abuse or neglect which may have occurred in or out of school. Such reporting is the responsibility of any employee who suspects that a child may have been abused and must also include provisions for self-reporting of abuse by students. The school will investigate all reports and will take appropriate action to ensure the safety of the child in accordance with Indonesian law. Sekolah Ciputra endorses the Convention on the Rights of the Child, of which the host country, Indonesia, signed in 1990 and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. Sekolah Ciputra will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide annual training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, Sekolah Ciputra will conduct a full investigation following a carefully designed course of due process.

Links to:
3.2 Student Behaviour
4.1 Staff Professional Conduct
6.1 Health and Safety

Martin Blackburn
Executive Principal
April 2017

Pak Sutoto
Board of Trustees

Review September 2019
3.2 Student Behaviour

**Introduction**
Students learn best in a safe and supportive environment. It is important that the school provide such an environment.

**Purpose**
To outline the responsibilities of the school with regard to student safety.

**Guidelines**
The following guidelines represent the minimum expectations of the Board and Management of Sekolah Ciputra.

1. Each unit should have a documented behaviour management process that is regularly reviewed.
2. Each unit should consult with each other annually to ensure that the process is consistent, continuous and congruent in terms of philosophy, the standards and practices of the International Baccalaureate Organisation (IBO) and the school's mission and vision.
3. Behaviour expectations should be communicated to parents and students annually.
4. Behaviour expectations and the consequences of infraction should be consistent, fair and based upon the principles of natural justice. (The right to a fair hearing free of bias.)
5. Behaviour expectations should be consistent with IBO philosophy and the school’s mission and vision.
6. Physical sanction is expressly forbidden.
7. There should be a consistent school-wide method of recording student behaviour information.
8. Students of serious concern should be brought to the attention of the Executive Principal in a timely manner.

Links to:
3.1 Student Safety
6.1 Health and Safety

Martin Blackburn  Pak Sutoto
Executive Principal  Board of Trustees
April 2017

Review September 2019
3.3 International Student Policy

Rationale
International students are students who do not have an Indonesian passport or dual Indonesian/Foreign passport holders who opt to become registered as international students. It is important that Sekolah Ciputra has robust systems, congruent with government regulations so that current and potential international students understand the processes surrounding their enrolment at Sekolah Ciputra.

Purpose
- To ensure all new international students are properly registered and have the correct permission from the Ministry of Education to study at Sekolah Ciputra.
- To ensure that Sekolah Ciputra follows Government Regulations regarding international students.

Guidelines
- The school will follow regulations regarding International students as laid down in Indonesian statute and Ministry of Education instructions.
- Upon registration the MARCOM Department will determine whether a student is an international student.
- Marcomm will provide the enrolling parents with information regarding international registration as well as a list of documents required.
- Marcom will maintain and update as necessary a list of procedures and documents required and will review annually or when Ministry of Education guidelines change.
- The enrolling parents are responsible for submitting all required documentation to Marcomm.
- Marcomm is responsible for uploading all required documents to the Ministry of Education website and following its required procedures unless the enrolling parent’s sponsors complete the task.
- Marcomm will set an annual timeline for the registration process which will be adjusted for any new international students who enrol in the middle of academic year
- Marcomm will keep the issued permits providing copies to the enrolling parents on request.
- All costs associated with the enrolment with the Ministry of Education will be met by the enrolling parent but will be paid for by the school (part from individual sponsorship arrangements)
- MARCOMM will maintain a register of international students including their mother tongue
- Applicants for short term (less than a year) international enrolments will be judged on a case by case basis by the General Manager and Executive Principal.

Links to:
1.4 Structure and Systems
2.2 Language Policy
3.5 Admission

Martin Blackburn
Executive Principal
June 2018

Sutoto Yakobus
Board of Trustees

Review June 2020
3.4 DBL Cheerleading

1. Each cheerleader team must have a teacher in charge (TIC) of that team who will have the responsibility of liaising with the DBL about times and the DBL's requirements for involvement.
2. The TIC will submit an Activity Planner before any rehearsal or practice commences.
3. All information about game times, commitments, requirements and departure times must be communicated to the Principals and the staff as soon as that information becomes available.
4. A budget for the cheerleading will be provided by the High School Operational Budget.
5. Cheerleader training/choreography will be organized by the TIC. No outsourcing will be allowed without the permission of the Principals. If outsourcing is requested, the application must include details about how the person will be paid. The maximum amount the school will provide for this will be 25% of the budget allocated.
6. Choreography must be approved by the Principals of the High School before the first game. Any significant changes must be presented to the Principals before use in a game.
7. Costumes will be designed in consultation with the TIC and must be approved by the High School Principals and the Executive Principals before being produced.
8. If the students feel they wish more elaborate costumes than the budget provides for, they will need to provide the difference. If the amount provided by the school is less than the amount provided by the students, the costumes produced will become the property of the students after the competition is finished. Otherwise, the costumes will remain the property of the school. In either case, the students are responsible for cleaning and maintenance of the costumes.
9. Students will not be allowed to leave for their DBL commitments until two hours before game time. This is not negotiable.
10. The TIC will supervise the students to, at and returning from the DBL Arena.
11. Makeup can only be applied at school. The TIC will ensure that makeup only requires a maximum of 15 minutes to apply. Students may have makeup applied during the time before the scheduled departure but must return to class once finished until it is time to leave. The TIC will set up a roster to ensure that students miss as little school time as possible. Alternatively, makeup could be applied at the DBL Arena but if that option is chosen, the departure time will still be two hours before the scheduled game time.

Martin Blackburn
Executive Principal
August 2016

Sekolah Ciputra

Review August 2020
3.5 Admissions Policy

Rationale
Admissions procedures at Sekolah Ciputra need to be simple, fair and transparent. As an IB continuum school Sekolah Ciputra is committed to finding appropriate pathways for all students who are admitted; this implies the need for an admissions policy that is fair, transparent and easily understood. The school’s admission policy must also align with Indonesian Government regulations regarding admissions and enrolment.

Purpose
- To ensure clarity around the admissions process.
- To ensure that students who are admitted can have their needs met and an appropriate pathway provided for them to be successful at Sekolah Ciputra.

Guidelines:
- The admissions process at Sekolah Ciputra (SC) is organised by the Marketing and Communication (MARCOM) Department and must be congruent with Indonesian law.
- MARCOM is responsible for creating and implementing the admissions timeline.
- MARCOM is responsible for producing and processing admissions documentation that is congruent with school policies such as the SEN policy.
- Prior to the commencement of the formal admissions process MARCOMM will meet with the Executive Principal, General Manager and unit heads to ensure that all parties are aware of timelines and that process documentation is updated and understood. This includes the timing of testing.
- The unit heads will outline their criteria for entry at the different levels.
- Once screened by MARCOM potential students are invited to attend testing arranged by the various units.
- Each unit is responsible for setting and marking their own entry tests.
- The units make a recommendation about the student’s status. This can be accept, accept with conditions or reject.
- Conditional entry applies for one year. Each conditional entry has a clear timeline with a review period in December of the year of acceptance and a final decision in April. Parents must be made aware of any issues during the December review.
- Students who are not accepted can only be re-tested at the Executive Principal’s discretion.
- Students can only be tested if an actual vacancy exists.
- An enrolment is only confirmed once the terms and conditions document has been signed, payment has been received and finally confirmation has been received that the student has passed the previous year’s level at their last school.
- Once a student is enrolled at Sekolah Ciputra, the student remains enrolled. There will be no need for students to apply to re-enrol in moving from PYP-B to PYP 1, from PYP 6 to MYP 7, or from MYP 9 to MYP 10 provided they meet the minimum academic or behavioural expectation for each grade.
- MARCOMM will update its processes for re-enrolment on an annual basis.

Review: April 2021
Every reasonable step should be taken to ensure that students can successfully complete a learning journey at Sekolah Ciputra from enrolment to grade twelve. Re-enrolment should only be turned down in cases where a student's behaviour is deemed to be too far from that expected or there is an educational need that the school cannot address.

Students at risk of not being allowed to re-enrol should be identified at least a year before the re-enrolment is rejected. They should be placed on the at-risk register and units must provide evidence of dialogue with parents, targeted interventions and other appropriate documentation.

Policy 3.5 Admissions Policy is an amalgamation of Policy 2.7 Entrance Testing, Policy 2.8 Testing High School Applicants, Policy 3.5 Enrolment and Policy 3.6 Re-enrolment

Related Policies
2.3 Inclusion
3.2 Student Behaviour

Martin Blackburn
Executive Principal
April 2018

Sutoto Yakobus
Board of Trustees

Review: April 2021
3.7 Student Excursions Outside of Surabaya Policy.

Rationale:
Having students involved in National and International events is a positive thing which the school will, in general, support.

Purpose:
To provide clear guidelines for the organisation of excursions outside of Surabaya.

Guidelines for Approval:
The following are noted as general indicators which the Senior Leadership of the school will look to when advising the Executive Director as to whether an excursion should be approved.

- Approval for any overseas excursions, including those organised by other companies, rests with the Executive Principal, who will act in consultation with the Senior Leadership of the school.
- The proposed excursion must comply with the programme aims of the school.
- Students attending should have demonstrated commitment to Sekolah Ciputra through their exemplary record of behaviour and their involvement in activities around the school and should have a good record of payment of school fees.
- The selection of students to be involved must take into account their age, maturity and ability. The selection process must be transparent i.e. the criteria for selection must be included in the proposal and must be published when the excursion is promoted to the students and families.
- The school will establish a calendar of approved regular excursions.
- Where the excursion involves competition:
  - the students should have been involved in lead up competitions locally and nationally which indicates that their involvement overseas will be worthwhile.
  - the quality of the competition must be sufficiently high for the school to be involved, that is, the competition should be well recognised internationally.
- The excursion must give benefit to the students and the school.
- The balance of boys and girls must be reflected in the teachers accompanying the students. An excursion involving boys which has only female teacher supervisors will, in general, not be approved.
- The excursion must be cost neutral to the school. Staff costs must be built into the overall costs to be met by participating families. Approval will only be given for excursions which minimise the cost to the school. Other than in exceptional circumstances, the school will not fund teachers to go on an excursion if insufficient students enrol.
- The ratio of students to teachers must be at most 8:1 for High School and 5:1 for Elementary School.
- Comprehensive Travel insurance is required for all people attending the excursion and must be factored into the cost.
Procedures for obtaining approval for an excursion:

The general process for gaining approval is as follows:

1. Staff make application to Unit Administration. Proposals should be lodged at least 3 months prior to the excursion and preferably in the previous academic year. Documentation required would include information about the excursion, a rationale as to why the excursion should go ahead and the benefits to students and the school, a tentative budget, possible staffing and a possible itinerary, risk management/emergency plan, staff involved and if during term time affects on curriculum delivery.

2. If approved, Unit Administration will bring the application including the documentation to the Senior Leadership meeting. The Senior Leadership meeting will make a recommendation to the Executive Principal.

3. The Executive Principal will make a decision based on the general guidelines above and will communicate the decision to the applicants.

4. At this point the trip will be advertised to parents and students.

5. Once permission is obtained, a detailed and comprehensive budget must be submitted.

6. Up to the departure date, any changes in detail must be notified immediately to the Director.

7. The trip must have a designated staff member who must be contactable by phone. The Executive Principal's office should have a complete set of details about the trip on hand. This includes the name of the trip, the name of the organiser and contact details. If the trip is overseas the staff member must purchase a SIM card and send contact details to the Executive Principal.

8. On return, an evaluation of the excursion is to be completed and submitted to the Executive Principal. This will include a complete reconciliation of all income and expenditure related to the excursion.

9. Excursion reports for the purposes of using in the Newsletter or on the website must be submitted to the Executive Principal within two weeks of return or, if the excursion occurs during a holiday period, within two weeks of the first day of return to school.

Martin Blackburn
Executive Principal
September 2016

Review: September 2020
3.8 School Nurse and Health Room

**Rationale**
Students who have an accident or feel unwell at school need to be cared for in a professional manner.

**Purpose**
This policy outlines steps put in place to support student wellness. It is related to policy 3.1 Student Safety and 6.1 Health and Safety

**Guidelines.**
- A qualified nurse is employed full time to oversee the emergency health issues of students and staff. A Health room, equipped with support equipment for minor illnesses and accidents is situated in the elementary unit. All serious illness at accidents require the patient be transported to hospital.
- Students who are suffering as a result of an accident or illness should be sent to or accompanied to the Health room by a teacher or with the permission of a teacher if during break times.
- The Nurse will determine the next level of support.
- Minor illnesses or accidents will be treated by the Nurse and the student should resume normal activities as soon as possible.
- In cases where the student may need to rest before returning to class, the student must be supervised by the Nurse at all times.
- A teacher may not remove a student who has been admitted to the UKS without the permission of the Nurse.
- For more serious illnesses or if the student is not well enough to return to class after one hour, the Nurse will contact the family to collect the student from school. The class teacher and/or the Unit Admin Support must be notified of the action taken and the parents informed of all details – the nature of illness/accident and the treatment administered by the school.
- A weekly summary of all injuries must be provided to the Heads of Units and the Executive Principal.

**Serious Accident or Illness:**
- Unless the student is able to sit up without assistance, he/she must be left where the accident occurred and the nurse notified to assess the treatment of the person on the spot. This is to avoid causing further damage by moving the student. At the time that the nurse is being notified,
a member of the Unit Administration team should also be notified. That person will ensure that a class teacher is informed.  
- If the Nurse decides that the students should be taken to hospital for treatment, a decision must be made whether to call an ambulance or to transport the student using school transport.  
- Arrangements will be made through the administration team to notify the family, organize transport to the hospital and collect emergency funds to cover entrance to emergency care.  
- A member of the administration team, one class teacher and the school nurse will accompany the person to hospital.  
- Heads of Units will phone to check the progress of students who have been injured or are unwell.  
- The Executive Principal must be informed in cases of serious injury or infectious disease. The Health and Safety sub-committee must set up an investigation to identify hazards that may have contributed to an accident.

Administering of Medications
The school nurse may provide external medication only to students – treatment for cuts, burns, sprains etc. No medicine, tablets or medication that is ingested can by administered unless written permission from the family has been granted.

Staff Illness or Injury
For staff, the health room provides support for emergency illnesses and accidents only. The nurse may provide external medication and some moderate form of medication in urgent situations. Staff members who are sick during the school day should seek the approval of the Unit leaders and leave school if they are too unwell to carry out their duties.

Staff members who suffer an injury at school that may require further medical treatment will be dealt with in the same way that a student in the same circumstances would be dealt with.

Martin Blackburn  
Executive Principal  
September 2016

[Signature]

Review Date: September 2019
3.9: Attendance

Rationale

The official attendance policy for Sekolah Ciputra is based on five fundamental assumptions:

1. The attendance policy must be congruent with Indonesian Law in this case Permendiknas no. 19 Tahun 2007 (Minister of National Education Regulation no 19 / 2007) ATTACHMENT page 20 part E.
2. Regular attendance is the only way for the school to monitor, assess and support student success.
3. The responsibility for ensuring such attendance is shared by the student, parents, teachers, and school administrators.
4. A student's absence from classes is only excusable if it results from illness, religious or legal obligations, or family emergencies and must be authorised.
5. Excessive student absence from the school is legitimate grounds for the non registration of a student, repeating a year level, requesting student to complete makeup work and/or requesting a student to leave.

Purpose

To ensure that students maximise school attendance as well as ensuring internal school processes for monitoring student attendance are robust. Our school values group work and collaboration. When students are absent from school, this absence may affect the learning and achievement of others.

Guidelines

- The requirement of Indonesian Law is that students have a 90% attendance rate. This consists of both authorised and unauthorised absences. A ten percent absence rate is therefore defined as a student missing twenty school days.
- The school may deem certain off site days as school days, such as official trips, camps, etc.
- Each unit must have robust processes (outlined in a process document) for recording student attendance and tardiness information. Further each unit must ensure that student attendance/tardiness during the day is monitored and absences are followed up. Each unit must ensure that parents and students are aware of their obligations.
- Parents of students who are indicated as having poor attendance will receive notification from the school in stages as follows*:

<table>
<thead>
<tr>
<th>Days Absent</th>
<th>Follow Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 days with no permission in a month.</td>
<td>A letter from the Unit Coordinating Principal</td>
</tr>
<tr>
<td>10 days absence in total.</td>
<td>A meeting with the Unit Coordinating Principal</td>
</tr>
<tr>
<td>15 days absence in total.</td>
<td>A meeting with the Executive Principal</td>
</tr>
<tr>
<td>20 day's Absence</td>
<td>Risk repeating the year.</td>
</tr>
<tr>
<td>More than 20% absence from a class</td>
<td>Catch up as directed by Unit Principals.</td>
</tr>
</tbody>
</table>

* This process will be applied where communication has not been deemed satisfactory with the unit.

- Students who are absent must provide confirmation signed by their parents/caregivers explaining the absence. Each unit must specify in their process document the level of confirmation required in their process document.

Review February 2021
In certain extenuating circumstances (long term illness, hospitalization, death in the immediate family, participation in competitions) parents have to submit documents and a decision will be made by the Executive Principal in conjunction with Unit Principals. Decisions will be based on: 1) the standing of the student, 2) the seriousness of the extenuating circumstances, 3) the possibility of this situation being repeated in the future, and 4) the possibility of providing remedial measures that will compensate for the loss of time.

"Unauthorised absence" includes, but is not limited to, truancy, leave for holidays, non-emergency leave, medical appointments which can be made out of school time.

A student who is absent from school without permission from his/her parent or legal guardian shall be considered as "truant." Parents/legal guardians of students suspected of being truant, i.e., without school and/or parent knowledge, will be contacted by the school. This will be documented and the school will take appropriate action. Truancy is regarded as a major infraction which may eventually lead to the student’s expulsion from school.

No student shall be allowed to leave the grounds of the school during the school day without the explicit written or confirmed telephone permission of his/her parent or guardian. The School Principals shall make reasonable efforts to contact the parent of the student to verify all verbal and written permissions. If students must leave because of illness, the School Nurse will contact the parents. The general rule is that students may not excuse themselves from campus. All medical appointments are expected to be scheduled outside school hours.

After a student has been absent without notification for two days, the administration staff in the High School or Classroom teacher in the PYP will contact the family to enquire about the absence. If there is no response, they will inform the Principals. After 5 days of non-notification, the principal will send a registered letter to the student’s address, requesting an explanation.

As part of their process documentation each unit will notify parents of students who are persistently tardy and put in place a range of sanctions.

Martin Blackburn  
Executive Principal  
22/5/19

Sutoto Yakobus  
Board of Trustees

Related policies  
3.1 Student safety  
3.2 Student behaviour  
3.5 Enrolment  
3.6 Re-enrolment  
6.1 Health and safety
5.1 Parents and Visitors in the School

Rationale
Sekolah Ciputra recognises that a successful partnership with parents is an integral part of twenty first century learning. This partnership should be built on mutual respect and understanding as well as the obligations of the school towards its students, staff and other parents. The school has a responsibility to all parents to ensure that their children are in a safe, friendly and secure environment.

Purpose
To ensure that there are clear guidelines for parent and school interactions to better facilitate an effective learning partnership.

Links to:
Policy 1.1 School Regulations
Policy 1.4 Structure and Systems
Policy 3.1 Student Safety

Guidelines
1. Parents have the right to visit the school but must do so in a manner that does not interfere with the day to day running of the school.
2. When contacting the school regarding any issue parents have the right to expect a response within 48 hours to organise follow up.
3. Parents/ visitors are at all times expected to behave in a calm and reasonable manner, respecting the rights of all at the school to a safe, pleasant and non-confrontational environment.
4. Parents/visitors who wish to raise issues with a staff member about school related problems are expected to make an appointment to see that staff member. It is inappropriate to raise these issues while staff members are responsible for supervising students, especially in the half hour each morning before classes commence.
5. Parents/visitors have no right to question any child other than their own about anything that may or may not have happened in the school or that is related to any matter that may involve improper behaviour by students outside of the school.
6. Parents/visitors have no right to question staff members about other parents, about children other than their own, about the behaviour or abilities of other children or about any incidents that may have occurred.
7. Parents/maids/drivers who bring their children into school at the start of each day must leave the Elementary School before 07.45 and the Pre-Elementary School before 08.15. School attendants will check the corridors at this time to ensure compliance. Toddler and Play Group gates will be open at 10.00 am and closed at 10.30 am. Parents who choose to stay in the Parent Lounge while their children are in the Toddler or Play groups should remain in that area without disrupting classes.
8. Except as noted in 7, parents/visitors who come to the school after 08.15 must enter through the main door of the MPH and sign in. Such visitors must have a pre-arranged appointment – the school attendant on duty will check that this is the case. Parents/visitors must wear the Visitors badge issued by the school attendant at all times and return it to the school attendant when signing out. School attendants at the other entrances to the school are not authorized to allow parents/visitors to enter after 08.15 except at the end of the school day when students are being picked up.
9. When there are general meetings, summative days, year meetings or special events these guidelines do not apply but parents should not arrive more than 30 minutes before the commencement of the activity and should leave within 30 minutes of its conclusion.
10. In the case of students with approved special educational needs, helpers may be given permission to assist the child at meal times or around the school. Applications for these arrangements must be made to the Unit.
Administration office. To clearly identify them, authorized helpers will be given an official Helpers badge which must be worn at all times.

11. The school nurse is the only person authorized to give students medicine. Parents may leave medicine with the school attendants who will pass it on to the appropriate school nurse. Detailed instructions about administering the medicine must be given to the school nurse beforehand. It is not appropriate for a parent, maid or driver to come to school for the purpose of giving a child medicine.

12. If a parent raises an issue with a staff member while that staff member is supervising students or feels that they need some time to formulate a response, the staff member must insist that the parent/visitor make an appointment at a mutually convenient date.

13. If a staff member is uncomfortable with an interaction they may politely terminate the conversation and refer the parent/visitor to the relevant administration.

14. Parents and visitors may be denied access to the school if their dress or demeanour is considered inappropriate in a school situation. The school should follow up with contact to organise an appointment.

15. Parent dress when visiting the school should be congruent with the standard set for staff and students and be appropriate for a school situation.

16. The Parent Lounge is available for parent use when waiting for appointments. It is not designed as a long term waiting facility.

17. Parents must use the Parent Lounge in a respectful manner.

18. Unit Principals and other managers must ensure that staff are properly informed about this policy and understand their rights and obligations.

Martin Blackburn
Executive Principal
May 2018

Sutoto Yakobus
Board of Trustees.

Policy Review Date May 2021
5.3: Visitors to the school.

Rationale:
The school enjoys an excellent reputation throughout Indonesia and so it is not uncommon to receive requests for tours or for student teachers to observe lessons or to deliver lessons as Interns. These situations can be disruptive, requiring considerable time commitments from those who must deal with the visitors, but they can also be beneficial and lead to good relationships with other schools and universities.

Purpose:
The purpose of this policy is to ensure that good communication about potential visits ensures that the benefits from visits are maximised whilst disruption is minimised. This policy is linked to policy 5.3.

Guidelines:
- In general, Units should allow at most two such visits per term. It is not unreasonable to politely decline requests, especially those that come with little warning. If an arrangement is made for such a visit, Units should inform the Executive Principal and the Head of Marketing. The latter can arrange a photographer for publicity purposes if appropriate. An event request form should be filled in.
- Requests for student teachers to observe lessons or to be interns at the school can be opportunities to discover potential recruits for the school, as well as for teachers to see what methodological practices are being taught at local Universities. Each Unit should survey the teachers within the Unit at the start of each year to find out if any are interested in having observers or interns working with them. This will provide information for the administration of the Unit to respond to any requests like these. Careful consideration should be given when choosing which classes the Intern will work with. It would be inappropriate, for example, to give a year 12 class to an intern. Any money earned through supervising an intern belongs to the supervisor of the intern. Units should inform the Executive Principal of any Interns or Student Teachers at the school, as well as HRD and Property (with regard to visitors’ passes).
- Requests for visitors from Universitas Ciputra should, in general, be considered positively. However, there should be at least a day’s notice and the actual timing should be determined by the school, not the University.
- Requests are sometimes received from commercial organisations or from parents with commercial interests to do presentations to staff members or to students. Examples include insurance companies, book sellers or book clubs, “educational experts” and so on. In general, these requests should be refused. If the recipient of the request feels that there may be value in having such a presentation, it must be submitted to the Executive Principal who will consult with the Senior Leadership Group but who will retain the final say. An events request form should be filled in.
- In all cases there will be a designated staff member responsible for the behaviour of the visitor.

Martin Blackburn
Executive Principal
August 2016

Policy Review: April 2020
5.4 Extracurricular Activities

Rationale.
Extra Curricula activities in Sekolah Ciputra should support the school mission and vision and in every instance be organised in a manner which is congruent with both the purpose of the school as well as student safety and administrative systems.

Purpose.
To ensure high quality communication and adherence to school systems when planning and organising an extracurricular activity.

This policy subsumes:
Policy 3.3 Appearances in Public
Policy 5.2 Outside Agents or Agencies at Sekolah Ciputra
Policy 5.4 Staff or Student Led Activities at Sekolah Ciputra

Guidelines

1. Units should endeavour to post all predictable events on the school calendar before the start of the school year. This should be shared with all stakeholders.
2. Units must use an activity planner for all proposed extracurricular activities in the school. This must be submitted two weeks before the proposed event or a month if the event disrupts the normal school calendar.
3. The planner must ensure that all parts of the school who are impacted by the proposed activity have input. For example, (and as appropriate) finance and property must give their approval.
4. Excursions which involve the use of school transport during normal hours must clearly be approved by Human Capital Management and Finance.
5. All additional expenses such as meal allowances (for out of hours activities), overtime for staff such as housekeeping and security and so on should be factored into any activity budgets.
6. Any approved activity must be included on the school calendar and provisions must be made for the reporting of the event on the website, newsletter and/or Instagram account.
7. OSIS and STUCO should be encouraged to produce a draft activity calendar at the start of their respective tenure pencilling in dates. All activities must use the activity planner.
8. The school field is a shared resource with Surabaya Intercultural School. Any proposal to use the field outside normal hours must get SIS approval at least 2 weeks before the event.
9. Activity planners must address potential health and safety and security concerns including where applicable the involvement of the school nurse and/or designated first aid person as well as the support of school attendants.
10. No advertising material should be displayed in the school without the express permission of the Unit Principal.
11. Providers cannot use Sekolah Ciputra for testimonial purposes without the permission of the General Manager.
12. Use of the school or IBO logo requires the Executive Principal's approval.
13. Any agency wishing to enter the school for any reason must seek permission in writing from the Unit Principals and endorsed by the Executive Principals. The decision to allow an agency to enter the school will be based on the following:
   • the agency is providing a service the school does not currently provide.
   • the agency has proven expertise at providing this service
   • the agency has staff qualified and experienced at providing the service offered and has the necessary licencing and health and safety qualifications.
   • the staff at the school agree that this service is necessary.
   • the outside agency must adhere to all conditions laid down by the school.
14. Units must liaise with the finance department and adhere to the finance policy in their dealings with outside agencies.
15. Units may not pass on student information to an outside provider.
16. Content from outside providers must be approved by units before being given to students.
17. Students and staff must be presented in a manner consistent with any extracurricular event. This must be stipulated by organising staff before the event occurs. It is the responsibility of supervising staff to ensure that the stipulated dress code is followed by participating students.
18. Staff must adhere to the staff dress code as laid out in policy 1.1

Links to:
Policy 1.1: School Regulations.
Policy 2.14: Education Outside the Classroom.
Policy 3.1: Student Safety
Policy 3.7: Student Excursions Outside of Surabaya
Policy 6.1 Health and Safety
Policy 6.2 Financial Procedures.

[Signatures]

Martin Blackburn
Executive Principal
May 2018

Sutoto Yakobus
Board of Trustees.
5.5 Complaints

Rationale

It is important that complaints against staff and the school are handled in a professional and transparent manner in order to engender confidence in school impartiality, to facilitate natural justice as well as to maintain congruence with the Vision and Mission of the school. Parents and students must be able to confidently complain knowing that the school will follow a publicised process and that there is no fear of retribution.

Purpose

To ensure that complaints are dealt with in a fair, transparent and systematic manner.

Guidelines

1. All complaints must be taken seriously and dealt with according to the processes outlined below, no matter how frivolous they may appear.
2. All complainants should receive contact from the school about the complaint within 48 hours of the complaint being made.
3. Complaints should be handled by the person who is in the best position to
   a. Investigate the complaint AND
   b. Make decisions to resolve the complaint
4. Unless the person receiving the complaint is the same as referred to below, that person should simply listen to the complaint, clarify any information not clearly understood and then inform the complainant of the next step that will be taken – referral to the appropriate person to handle the complaint. Unless the complaint is about a simple procedure or a misunderstanding about a place, time or date, no attempt should be made by the person receiving the complaint to resolve the issue.
5. The complaint should always referred to the level at which it is made. A simple complaint about classroom procedure should be referred initially to the classroom teacher. Failure to resolve the complaint should see it pass through line managers to Vice Principals, Principal, Executive Principal and Board.
6. Any complaint that is serious i.e. about student safety, staff conduct, bullying must immediately be referred to Unit Principals who should inform the Executive Principal who will involve the Board as appropriate.
7. Protective disclosures (where the complainant does not wish to be identified) and anonymous complaints are difficult for the school to deal with in a transparent manner. If they are at the level of Guideline 6 they must be brought to the attention of the Executive Principal and investigated.
8. No parent should be informed of what consequences have been imposed on students/staff if as a result of the investigation there is a disciplinary consequence.

Review December 2019.
9. Units must maintain a file of complaints using the school complaints template proforma. All documentation regarding the complaint should be in the file and in the event of Guideline 6 a copy put in the Executive Principal's file.

10. Each unit must, as part of its student safety obligations, have a student safety sub-committee to support at-risk students.

11. Disciplinary consequences arising from a complaint should be congruent with the level of the complaint.

Links to:
3.1 Student safety
3.2 Student Behaviour
4.1 Staff Code of Conduct
6.1 Health and Safety

Martin Blackburn
Executive Principal

Sutoto Yakobus
Board of Trustees

March 2018

Review December 2019.
Complaints Handling Pro Forma

To be completed by the person who received the email about the complaint

Name of person completing this form:

Date of notification: Complaint received from: (attach email)

Complainant: Contact Phone:

Date and time the complainant was contacted:

Any further relevant information provided by the complainant not included in the email:

Details of the resolution of the complaint:

Final decision regarding the complaint:

Date and time the complainant was contacted about the decision:

Response from the complainant:

Signed: Date:
6.1 Health and Safety

Rationale
The School is committed to continuous improvements in health and safety. It will monitor the frequency and severity of accidents, and promote the safe and early return to work of injured employees. The school should have plans to cope with a possible range of emergency situations.

Purpose
This policy ensures that the school is adequately prepared to cope with emergencies and threats to health and safety. The school will ensure that there is a safe and healthy environment for staff, students, visitors and contractors. The requirements of all relevant health and safety legislation, standards and codes of practice will be followed in an independent manner.

Guidelines

1. All staff take individual responsibility for health and safety by
   - eliminating or minimizing the potential for harm to people
   - reporting identified hazards
   - taking reasonable care to ensure the personal safety of students in on-site and off-site educational environments.

2. Management will ensure that compliance with legislation is achieved by:
   - providing staff with opportunities to participate in health and safety management as part of a health and safety sub-committee
   - ensuring employee representatives are consulted regarding health and safety management
   - providing a systematic process for eliminating or isolating any hazards, or by minimizing their effects
   - having plans and procedures in place for all foreseeable emergencies that may arise in the workplace
   - providing a process for accurately recording, investigating and reporting all accidents and injuries
   - having effective procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
   - holding bi-annual fire drills and lock downs.

Martin Blackburn
Executive Principal
August 2016

Review annually.
6.4 CCTV Policy

Preamble

The purposes for which the CCTV System is to be used are:

- To protect the school buildings and assets
- To increase the personal safety of students, staff and visitors and reduce the incidence of crime
- To support the school personnel in detecting and identifying incidents.
- To assist in managing the School
- To assist in relation to matters other than security, e.g. the promotion of and compliance with Health and Safety standards and taking appropriate disciplinary measures where required.

The system will not be used to monitor staff conduct or performance, except where required to investigate the alleged commission of a crime and/or a breach of school regulations.

Materials or knowledge secured as a result of CCTV will not be used for any commercial purpose or shown to anyone not employed by the school without the permission of the Executive Principal.

Definitions and Procedures

1. The person appointed to manage the system and procedures is the Head of ICT, referred to below as CCTV Supervisor.
2. The school will notify visitors to the site of the use of CCTV by a sign above the monitors in the entrance of each unit.
   2.1. Parents will be notified on enrolment forms and will sign that they acknowledge the presence of CCTV cameras in the school
3. Recorded images will be held in a secure location accessible only by:
   3.1.1. Administration Unit: Executive Principal, Business Manager, Heads of Business Units, designated system supervisor
   3.1.2. Elementary and Pre Elementary: Principal, Coordinating Principal, Vice Principal Student Welfare and Vice Principal Pre Elementary School
   3.1.3. High School: Principal, Coordinating Principal, Vice Principal Student Welfare
4. Images will be recorded onto a dedicated Server Hard Drive in ICT Unit Central Server Room
5. Maintenance:
   5.1. Regular maintenance will be carried out by the CCTV Supervisor
   5.2. Cameras will be checked every two weeks
6. Retention of footage:
   6.1. Unless required for evidential purposes, the retention period of any images recorded by the CCTV system is three weeks
   6.2. Expired footage not required for evidential purposes will be overwritten after reformatting occurs.
7. Viewing footage:
   7.1. Only those staff listed in Section 3 are authorised to access the images collected.
   7.2. A log of whom and what recording is viewed will maintained by the CCTV Supervisor.
   7.3. Should any footage be required by the unit, the following protocol will operate:
      7.3.1. A request from a person authorised in Section 3 will be taken to the CCTV Supervisor. Requests should detail the times required and the relevant cameras.
      7.3.2. The CCTV Supervisor will isolate the footage and store it in an agreed folder on the network.
7.3.3. Those authorised in Section 3 will be informed of the location and can view the footage as desired.

8. Release of Images:
   8.1. Images will only be released to third parties if authorised by the Executive Principal.
   8.2. A record of any images released is maintained in a log. Each entry must be countersigned by the Executive Principal.

9. Any complaints about the school’s CCTV system should be addressed to the Executive Principal.

10. During times of school closure, the CCTV system will continue to operate as normal and will be maintained by IT Staff and monitored by school attendants.

Martin Blackburn
Executive Principal
August 2016

Sekolah Ciputra
6.5 **Financial Procedures**

**Rationale**
Sekolah Ciputra must have robust financial procedures that comply with Indonesian Accounting Practice as well as policies of the Yayasan Pendidikan Ciputra.

**Purpose**
To outline the necessary steps that must be taken in order to be financially compliant.

**Guidelines**
- The General Manager is responsible for the financial processes of the school.
- These processes must be compliant with both Indonesian Government and Yayasan Pendidikan Ciputra processes.
- To ensure compliance the school must work closely with both internal and external auditors.
- The school must be responsive to internal memorandum from the Yayasan Pendidikan Ciputra and make sure that these are reflected in financial processes.
- The General Manager must take all reasonable steps to ensure that staff are aware of processes they must follow when using school finances.

Martin Blackburn  
Executive Principal  
May 2018

Sutoto Yakobus  
Board of Trustees

*Review: December 2021*