

Parent-Student Handbook



**Bonanjo
campus**

Introduction

The following handbook has been compiled in the interest of providing a detailed guide for parents. For new families, it will serve as a reference booklet for the varied questions about school life that may arise in the first weeks of school.

We hope that this booklet will serve as a vehicle to keep the community informed about the various principles, policies and practices that characterise Enko Bonanjo Campus.

Enko Bonanjo Campus is an international school covering Form 1 to Upper 6th. Cambridge's world class curriculums are taught up to Form 5 and lead to the International Baccalaureate Diploma programme in Lower and Upper 6th. More than 2 000 universities in over 75 countries recognize the prestigious IB diploma.

Enko Bonanjo International School Vision and Mission

Vision Embrace the future with confidence

Mission Our mission is to ensure that all learners' ages 11 to 19 years have access to an array of educational opportunities such that every learner can experience success at university and life beyond. We will achieve this through relevant, engaging and high quality inclusive education that prepares them for citizenship in a democratic, social, just and sustainable society.

ADMISSIONS PROCEDURES

All students who apply for admission to Enko Bonanjo Campus must demonstrate through entrance assessments and/or previous school records that they can benefit from the educational programmes offered. Enko Bonanjo Campus may contact an applicant's previous school should further information be necessary in order to process admission.

In addition to meeting admission criteria in relation to suitability to benefit from the academic programmes offered, students will be assessed prior to entry to determine the level of English Language they should take: English as a First Language OR English as a Second Language. Where English is a second language, support will be provided to transition the student in content area subjects that will be offered in English. It is the goal of Enko Education to provide support to French language speakers to obtain English language competency to enable them to pursue post-secondary education in either language [English or French].

Where students have existing special needs, it is the responsibility of the parents/guardians to fully disclose the nature and extent of these needs at the time of admission, and to provide all relevant documentary evidence. The school reserves the right to determine, prior to admission, whether a student's need for additional support

can be met by available Student Support Services (SSS) programmes. Where the school determines that it is not in a position to offer the required level or nature of support, admission will not be offered.

Conditional Placement may be offered in circumstances where the school deems this necessary. In such instances, regular, periodic reviews will be held to reassess the student's admission status.

Parents seeking admission to Enko Bonanjo Campus may inquire on procedures at the Reception Office.

Admission to the International Baccalaureate Diploma Programme is subject to previous examination results and/or school reports, as well as admission criteria as stipulated by the IBO.

A student who has received schooling equivalent to the highest year at Enko Bonanjo Campus from another educational institution is not eligible for admission to Enko Bonanjo Campus. An Enko Bonanjo Campus student who has completed two years in the IB Diploma Programme may enrol for a further, final year in order to complete graduation requirements.

By applying for a place at Enko Bonanjo Campus, parents authorise the school's Admissions Office to contact the applicant's previous schools to clarify questions relating to academic achievement, behaviour and special needs, and to confirm that the applicant was in good financial standing at the time of departure.

AGE APPROPRIATENESS INFORMATION

The school year runs from September to June. Student placement in Year levels is based on the age of the student on December 31st of the preceding year.

Age	Enko Bonanjo	Cameroun Francais	Cameroon Anglais
11-12	Form 1 [Secondary 1]	6 ^{eme}	Form 1
12-13	Form 2 [Secondary 1]	5 ^{eme}	Form 2
13-14	Form 3 [Secondary 1]	4 ^{eme}	Form 3
14-15	Form 4 [Secondary 2-IGCSE 1]	3 ^{eme}	Form 4
15-16	Form 5 [Secondary 2-IGCSE 2]	2 ^{nde}	Form 5
15-16	Form 5 [Foundation Year to the IBDP]	2 ^{nde}	Form 5
16-17	IB Diploma 1	1 ^{er}	Lower 6
17-18	IB Diploma 2	Terminale	Upper 6

SCHEDULE OF PAYMENT OF FEES

ENROLMENT FEE

A non-refundable application fee of FCFA 200,000 is charged at the time of submitting an application for admission. Applications will not be processed without this fee.

TUITION FEES-PROCEDURE: The tuition fees for 2020-2021 are as follows:

- Form 1-3 FCFA 1 700 000/year
- Form 4-FY FCFA 2 171 500/year
- IB DP FCFA 2 373 500/year

Parents are encouraged to obtain information from the Admission's Officer in the school for payment instructions.

EXAMINATION FEES

Examination fees will be invoiced for students sitting the IGCSE and IB Diploma examinations. Students will not be allowed to sit for their examinations if these fees have not been fully paid before commencement of the examination session.

POLICY ON PAYMENT FOR EXTERNAL EXAMINATIONS

Parents of students who are registered for our external examinations are responsible for the following fees:

	IGCSE	IB DIPLOMA
Enko Bonanjo Campus Main Examination Session (i.e. May)	<ul style="list-style-type: none"> ▪ Subject Fee ▪ Postage Fee 	<ul style="list-style-type: none"> ▪ Registration Fee ▪ Subject Fee ▪ Postage Fee
Retakes In the October/November Session	<ul style="list-style-type: none"> ▪ Subject Fee ▪ Postage Fee ▪ Invigilation Fee 	<ul style="list-style-type: none"> ▪ Registration Fee ▪ Subject Fee ▪ Postage Fee ▪ Invigilation Fee

All examination fees have to be paid by the dates stated on invoices issued – if not, students will not be allowed to sit for the examinations.







It is the policy of the school to withhold reports, examination results and certificates until all accounts have been settled.

STUDENTS WITHDRAWING FROM THE SCHOOL

A semester's notice in writing should be submitted to the school. The last anticipated date of attendance at school should be stated. To release final reports and other documentation, clearance will be needed from teachers and the librarian indicating that all books have been returned. The finance office will also need to confirm that all fees have been settled.

Failure to provide adequate notice will result in the withholding of documents until all outstanding fees are paid.

SCHOOL HOURS

	<u>7:15 am</u> School opens	Senior and Middle Management are expected to arrive	
	<u>7:30 - 7:45 am</u> Students arrive on campus	Duty teacher monitors	
	<u>7:45 - 8:00 am</u> Morning Registration	Homeroom teachers are expected to take registration	Registration includes taking roll call and checking the socio-emotional status of students
	<u>8:00 - 11:55</u> Periods 1-5	Classes are 45 minutes in duration	Short Break is from 10:15- 10:25
	<u>11:55- 12:30</u> Lunch	Eating space is located on top floor	Students bring their own lunch or purchase from the canteen
	<u>12:00- 15:25</u> Afternoon classes Period 6-9	Afternoon classes are 45 minutes in duration:	
	<u>15:30- 16:30</u> Extra-Curricular	Students have option to participate in a variety of extra-curricular activities	Tuesday and Thursday

Early dismissal on Wednesday at 12:00 noon.

*Between 12:30 noon and 3:30 pm on Wednesdays, there will be student support learning services.

VISITORS

All visitors must report to security and obtain a visitor's badge. They will then be directed to reception.

CANTEEN FOOD

No cash will be accepted at the canteen. Students must re-order their token designed for the purchase of snacks or lunch meals.

The food service-provider for 2017-2018 has been changed and balanced menus will be provided regularly.

GROUNDS AND FACILITIES

Enko Bonanjo is a shared facility with Le Bourgeois Primary School. This should be a source of pride and joy and all students are expected to maintain their classrooms, common rooms as well as other areas of the campus. No littering is permitted and it is every student's responsibility to help keep the school and grounds beautiful.

CO-CURRICULAR ACTIVITIES PROGRAMME

There is a wide range of programmes available and students are expected to participate in as many as their enthusiasm and schedules will allow. However, the school reserves the right to restrict students' co-curricular activities if these adversely affect their academic output.

In addition to after school activities, students in Form 1-5 will be involved in Service-Learning Projects. Students FY as well as IB Diploma will be involved in CAS activities.

Service Learning can be defined as a school-based curriculum that has, at the core, curriculum integration and relevance: students are encouraged to investigate, prepare, and take action. This action can happen within the confines of the school or in an environment off campus. An example of service learning is students teaching a skill set to younger students in primary such as reading.

Creativity, Activity and Service (CAS) is one of the essential elements that every student must complete as part of the Diploma Programme (DP). In order to demonstrate the concepts of creativity, activity and service, students are required to undertake a CAS Project. The project challenges students to: show initiative, demonstrate perseverance and develop skills such as collaboration, problem solving and decision-making.

INTERSCHOOL ACTIVITIES

It is the continued desire of the School to involve itself both culturally and competitively with other schools in the country. By participating in diverse sporting and cultural activities, our students are given an opportunity to meet their peers from other schools in a friendly atmosphere and to have the distinction of representing their school in the wider community.



TRIPS/ Excursions

Educational trips are a regular feature with Secondary students making extensive use of the local area for curriculum-related trips. Through educational trips, the international curriculum is embedded firmly in the local context and valuable lessons are learned about the host country.

Unless specified, school uniforms must be worn on all excursions and a manifest must be filled in and signed by the classroom teacher.

Students are ambassadors of the school and as such must abide by the school of conduct while on excursions.

Overseas trips are also organised from time to time, for academic, cultural and sporting visits.

For the previous academic years Enko Bonanjo Campus has endorsed the following international school trips:

- ◆ **International Baccalaureate World Student Conference:** This is a teacher-facilitated conference. The event is held in two separate locations every year. The conference is open to IB1 students only and scholarships to attend are available.
- ◆ **Association of International Schools in Africa (AISA)- Global Issues Service Summit (GISS).** The conference is held in different location within Africa every year. This is a teacher-facilitated conference and is open to students in Form 3-5.
- ◆ **East African Model United Nations Middle School (EAMUN).** This is a teacher-facilitated activity open to students in Form 3-5. It is typically held in Nairobi every year.
- ◆ **Yale Young African Scholars (YYAS).** The programme is restricted to Foundation Year and IB1 students and is highly competitive. Teachers support the application process but do not attend.
- ◆ **Yale Young Global Scholars (YYGS).** The programme is restricted to Foundation Year and IB1 students and is highly competitive. Teachers support the application process but do not attend.
- ◆ **African Leadership Academy (ALA) - Global Scholar Programme.** This event is held annually in Johannesburg and is open to students in Form 4 and 5. It is a Teacher-Facilitated event; however, students can apply to go on their own.

Parent meetings will be held for all international trips.

Interested parents may request a copy of the Enko Bonanjo Campus Guidelines for School Field Trips that focuses on safety and risk management.

CULTURAL EVENTS AND ASSEMBLIES

Cultural events are organised each semester. There are regular assemblies celebrating students' work as well as full-scale productions. Parents are encouraged to attend.

Annually, Enko Bonanjo Campus holds a Science Fair and an Art Fair

CONFIDENTIALITY OF ALL SCHOOL RECORDS

It is the policy of the school to maintain the confidentiality of all information contained in student's files. Parents are requested to inform the school well in advance when a transcript or transfer report is needed for another school so that the necessary arrangements can be made.

SCHOOL UNIFORM CODE AND SCHOOL UNIFORM SHOP

The intention is to provide a uniform that will serve the students during both formal and informal events, which is practical in appearance and cost. A basic three-piece uniform is included in the enrolment fee: basic pant or skirt; a short-sleeved white blouse or shirt; and the formal jacket. Students are encouraged to purchase additional pieces that will be sold by the school: long or short-sleeve blouse or shirt and skirt or pants for girls or boys.

Students must wear black closed shoes and white-coloured hose/socks.

The school will attempt to work with the Student Representative Council [SRC] to consider additional elements to the basic uniform.

SCHOOL SUPPLIES

Textbooks will be on sale in late August for purchase. Students returning to Enko Bonanjo Campus can also participate in a book refund in exchange for a new text.

School supply lists that can be purchased locally will be made available in July.

FIRE AND EMERGENCY DRILLS

Student safety is an overriding concern at Enko Bonanjo Campus. Students and staff periodically practice how to quickly evacuate the buildings on campus in case of an emergency. Students may also practice evacuating the campus and moving to nearby 'safe havens'. All Teachers will post a map for emergency drill descriptions and routes to assembly areas in their classrooms. The continuous ring of the sirens/bells will designate emergency evacuation of the classroom.

Students are required to behave responsibly and immediately respond to teacher's instructions during drills. Teachers will lead their classes to safety, take roll call, remain with their students, and await further instructions. If the campus must be evacuated due to an actual emergency, parents will be notified by phone and directed where to pick-up their students.

LITTER

All members of the Enko Bonanjo International School community, students, teachers, office staff and ancillary staff are encouraged to be conscious of litter and to place it in the dustbins provided. While the maintenance and ancillary staff has a regular schedule for keeping the school campus tidy, it behoves all of us to take pride in our school

environment and create a consciousness in the students through our words and example.

WATER CONSERVATION

Water is recognised as a precious commodity and therefore we are committed to practising conservation methods to reduce our usage. We expect all members of the school community to be aware of their obligations to this end while at school.

TELEPHONE USE

Students in emergencies may use the school telephone. **No cell phones are permitted.** If for any valid reason a student brings one to school, it should be switched off and kept at the reception until the end of the school day.

NEWSLETTERS

The school publishes a regular newsletter for all parents. The purpose of the newsletter is to keep the entire school community informed of school activities. If parents have any announcements to make regarding students' achievements outside of school, the school is happy to include them - the deadline for submission is the Friday prior to the week when the newsletter will be published

Newsletters will be made available online in addition to hard copy.

ASSESSMENT AND REPORTING

ASSESSMENT

Regular internal assessment and reporting plays a major role in the students' development. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations). These include open-ended problem-solving activities and investigations, organized debates, hands-on experimentation, and tasks that involve analysis and reflection. Since the student is at the centre of all learning, great emphasis is placed on self-assessment and peer-assessment.

REPORTING

Student progress is reported in a variety of ways throughout the academic year.

- ❖ There are two written summative reports (once per semester) sent to parents during the course of the school year. Reports are normally distributed during the last month of each semester.
- ❖ Mid-semester reports are given mid-way through the semester. These reports are formative in nature, anecdotal and contain a summary of work skills noted.
- ❖ All parents are invited to student-led conferences two times per year [once-per semester]. Students play an active part in the conversations that take place between their parents and their teachers.

If a parent wishes a formal conference concerning a student's progress outside of the periodic conferences scheduled by the school, we request that an appointment be made at a mutually convenient time. Appointments can be made through the school office or directly with the teacher concerned.

CHANNELS OF COMMUNICATION

Parents are requested to channel questions regarding their children's learning to the class or subject teacher in the first instance. If, after complete consultation with the teacher/s involved, a parent still wishes the matter to be addressed by the Head of Department or a member of the management team, a complete review of the situation will be undertaken.

PARENT INVOLVEMENT

The school believes that the best student learning is achieved by developing a home-school partnership. Parents are therefore encouraged to attend information evenings and social events. Teachers participate in these events and also make direct contact with parents when there are concerns to be shared.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) is open to all parents, members of staff and well-wishers of the School.

The Association's dual objectives are:

- ❖ to raise funds for the School for the purchase of "extras" not covered by school fees; and
- ❖ to organise social events to 'build community' amongst parents, teachers & students

Any parent wishing to join the PTA is welcome to attend any of the meetings, which are advertised in the school's newsletter.

Student Code of Conduct

RIGHTS- all students at Enko Bonanjo Campus have the following rights:

- ✓ The right to non-discrimination on the basis of race, religion, colour, national origin, political affiliation, gender or disability;
- ✓ The right to be respected- for their views, opinions, perspectives or ideologies;
- ✓ The right to equal opportunities;
- ✓ The right to be able to express themselves and to have a 'voice'- student representatives are democratically elected to a Student Representative Council that brings student opinions about everyday matters in the life of the school to the attention of the School Management in a responsible and legitimate way;
- ✓ The right to be safe- from physical harm, corporal punishment, intimidation, bullying or harassment.

Enko Bonanjo International School also recognizes, however, that a student is entitled to exercise his or her rights only in so far as, by doing so, the student does not interfere with the rights of others.

Liberty is being able to do whatever does not harm others- Declaration of Rights of Man (1789)

Therefore, in order to safeguard the rights of all students, it is necessary to outline a number of expectations that will guide student behaviour and, in particular, their interactions with others in order to ensure that the rights of all members of the Enko Bonanjo Campus community can be protected.

Responsibilities and expectations

Lessons and activities

Students are expected to:

- Attend all lessons and other activities that are scheduled on their timetables;
- Attend all afternoon activities for which they have signed up, and to attend all sessions for their selected activities throughout the semester;
- Be punctual for all lessons and activities. Arrival at school is 7.45 am latest.
- Come to lessons with the books that have been issued, and the stationery items, files, etc. needed to fully participate in the lessons;
- Involve themselves in the learning activities provided in the lessons that they attend and their behaviour during lessons and activities is expected to reflect an appropriate level of maturity and responsibility; and
- To complete classroom and homework assignments.

Dress code, jewellery and make-up

Students:

- Are expected to follow the school's dress code; that is school uniforms, white socks (girls) black socks(boys)and black cover shoes(no sneakers).
- Are not restricted in their choice of hairstyle; however, hair that is longer than shoulder length should be tied back for all lessons that take place in the laboratory/the technology room and for all physical sport or education lessons;
- Are not encouraged to wear make-up to school at any time and those who do so will be asked to remove it before entering the swimming pool and classrooms;
- May not wear nail polish to school, rings, or bracelets to School;
- May wear only stud or small earrings- one in each year, for safety reasons. Facial piercings are strictly limited to one small-stud ring in the nose. Students are expected to remove all piercings when they participate in P.E. lessons, sport activities or any other activity where the supervisor of the activity deems it necessary or safer for them to do so.

Note: Any Student not complying with the dress code, jewellery and make -up section would simply be asked to return home

Individual and School Property

Use of electronic devices:

- Cell phones are not permitted at school. If for any valid reason a student brings one to school, it should be switched off and kept at the reception until the end of the school day. Any breach of the latter would result in the cell-phone being taken away from the student for the entire semester.
- MP3 players/i-Pods may ONLY be used in classrooms under the supervision of a teacher.
- The school cannot accept responsibility for lost/stolen cell phones or other electronic devices;
- Any form of cyber-bullying is unacceptable and will be dealt with accordingly;
- The use of laptops/computers in school is covered by the School's IT usage policy;
- Students are expected to respect school property- theft of, damage to or inappropriate use of school property will be considered a serious violation of this expectation;
- Students are strictly prohibited from the possession, use or sale of alcohol or drugs (including cigarettes) in school. Serious consequences may follow any violation of this expectation.
- Students are strictly prohibited from the possession of harmful objects or weapons in school and may face serious consequences following the carrying or use of an object with intent to do harm;
- Students are expected to seek permission from the school management before distributing material, or advertising products or events within the school community that are not directly related to school business or activities.

Respect for others

- Appropriate language is an expectation, abusive language and swearing show disrespect and do not support the values of an international school;
- The school has also adopted a 'Zero Tolerance Policy' with regard to bullying, harassment, physical violence/fighting, extortion or any other form of aggression, physical or otherwise. Any act that is considered as aggressive will be treated as a serious breach of this policy.

Eating and drinking in class

- Unless a teacher has specifically given permission for a student to do so, students are not allowed to eat or drink during class time. On a particularly hot day, a teacher may allow students to drink water during class time;
- Food and drink should NOT be brought into any of the science laboratories AT ANY TIME;
- Students are not allowed to chew gum in the class;
- Littering is not acceptable.

EXPECTATIONS APPLY WHETHER INSIDE THE SCHOOL CAMPUS OR WHEN STUDENTS ARE ON SCHOOL TRIPS.

CONSEQUENCES

Students who not comply with the expectations outlines the Student Code of Conduct may face a consequence.

Consequences will be applied along a scale that recognizes the level of severity of the particular omission or act of misbehaviour and that provides for a more serious consequence to apply where that omission or act of misbehaviour is repeated.

Where an offence is deemed by the school to be sufficiently serious, the school may apply one of the more serious sanctions listed below without having to follow the steps outlines. Any offence involving physical violence or an offence of a criminal nature will be addressed by way of suspension or expulsion, depending on the circumstances of the case.

1. Verbal Warning: For a first 'offence' a student who does not follow the expectations of the Student Code of Conduct will receive a verbal warning.
2. Incident Report: For a second or further 'offence' an Incident Report will be prepared. This document places on record the school's concern for the student's behaviour. The report is kept in the student's file. The student may also be asked to fill in 'Reflection Form.' This document allows the student to reflect on his/her behaviour and encourages the student to accept responsibility for his/her own actions and to understand the consequences of those actions for him/her and for others.
3. Written Warning: Where there is sufficient concern regarding a student's behaviour, a written warning will be given. When such a warning is given, parents will be consulted and will receive a copy of the warning letter. A written warning will be given where there have been repeated verbal warnings and/or Incident Reports but where there is continuing concern for behaviour despite those earlier interventions.
4. Suspension: Suspension will apply where there have been regular breaches of the Student Code of Conduct or where there has been an act of physical aggression or of intimidation. Suspension may also follow any case of vandalism, smoking cigarettes or drinking alcohol on school premises or school trips, serious defiance or disrespect of Enko Bonanjo Campus staff, dishonesty and/or where an act has interfered with the rights of other students. Before a decision is taken to suspend a student, a hearing will take place with that student and any other affected party. Parents will be consulted and will receive formal, written notification of the suspension outlining the reasons and the duration. Re-entry into school following a period of suspension will be granted after the student has completed a Reflection Form and such re-admission may be conditional upon the student meeting certain conditions.
5. Expulsion: A student who has already been suspended on two previous occasions will be expelled upon the third offence that is deemed sufficiently serious for the sanction of suspension to apply. Students who commit serious acts of violence or who take part in illegal activity may be expelled upon the first offence.

At any time, the school may require that a student's attendance to class, performance in class or behaviour be monitored by way of 'tracking.' The student will be given a 'tracking sheet' that he/she will carry with him/her to all classes and activities for a

specified period of time. In addition, a student whose behaviour has been of concern to the school may be required to follow a 'Behavioural Contract'.

STUDENT REPRESENTATIVE COUNCIL

The purpose of the Student Representative Council (SRC) is to promote leadership and to provide firsthand experience for students in the methods and procedures of democratic government. The SRC is composed of elected representatives of each grade in the Secondary School. The SRC maintains liaison with school administration and ensures that student concerns and desires are known. In addition, the SRC sponsors special activities for the entire school.

HOMEWORK Policy and Guidelines

The purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school.

In line with our mission of fostering independent learning, and in striving to develop the attributes of the IB Learner Profile, students at Enko Bonanjo Campus are expected to:

- ◆ Plan their own time and to balance independent study time with assigned homework across the week;
- ◆ Make the best possible use of their time during the school day;
- ◆ Read daily, both reading that is assigned and/or of personal choice, to develop lifelong reading habits; and
- ◆ Pursue personal interests, mother tongue fluency, and partake in physical, recreational and intellectual activities with their families and friends.

The type of homework assigned may vary depending on the demands of the subject and/or course. For example:

- ◆ Some subjects set specific tasks that should be done in preparation for the next lesson or to consolidate what has been discussed in class;
- ◆ Others may have long-term assignments, projects or presentations that the students are working on steadily;
- ◆ There are process journals and developmental workbooks for some subjects which need regular updating with reflection and planning;

Students are expected to revise previously learnt work on a regular basis throughout the year, not only for exam/test preparation.

Students in the IB Diploma Programme are required to invest 40 hrs of independent study time over nine months to complete the Extended Essay; and 150hrs over 3 semesters to complete the Creativity, Activity and Service aspect. This is in addition to the work assigned for their selected subjects and the Theory of Knowledge course. There

is an expectation that students in the Diploma will make use of the “Study Room” to complete assignments when they are not scheduled for class.

STUDENT SUPPORT SERVICES

The Student Support Services Team is integrated in the life of the school. The primary focus of the SSS team is to provide services for students who demonstrate need for additional support for learning, or who are experiencing difficulties that affect their physical, social or emotional well-being and impact on their functioning or engagement with school life. Support is aimed towards helping students to reach their full potential whilst being included fully in the school community. The team also supports and follows the progress of students as they transition from one level of the school to the next.

The Student Support Services Coordinator supports all members of the Student Support Services Team, ensuring that student support needs are looked at holistically, via a collaborative, team approach. The Student Services Team work together to ensure that:

- ◆ Support services practice is consistent with the School Mission Statement, the Principles of Teaching and Learning and IB philosophy/pedagogy;
- ◆ Effective collaboration between the different areas of Student Support exists and that the team meets regularly to discuss students needs and plan best options for support;
- ◆ Team members work collaboratively with class and subject teachers to identify strategies for them to effectively provide support to students with specific needs within their classrooms – to ensure that the focus of student support is to help students to better access the curriculum within the classroom with reduced emphasis on withdrawal;
- ◆ Collaboration with parents takes place, to gather important information and insights, in order to plan appropriate support and/or develop individual learning plans;
- ◆ A student-centred approach to student support is maintained – that is flexible, dynamic and involves students in their own assessments and in setting their own targets; and
- ◆ Team resources are used optimally - that expertise is shared within the team and across the broader school community, and that teaching resources are used effectively to enhance student learning in the classrooms.

LEARNING SUPPORT

‘All students who apply for admission to Enko Bonanjo Campus must demonstrate through entrance assessments and/or previous school records that they can benefit from the educational programmes offered.’ This means that they must be able to operate academically, physically and behaviourally at a level where, if additional support is needed, it is either for a limited duration or can be met through in-class support.

Specialists in this area provide support to assist students with mild/moderate learning difficulties to successfully access the curriculum within the classroom. This is achieved through collaborative planning and support for class and subject teachers, to enable

them to meet differing student needs through differentiation, flexible approaches, modified outcomes and/or additional resources, as appropriate.

Parents will be involved in discussions around difficulties that their children are experiencing and the development of strategies for home support.

Learning Support is not intended to provide an alternative programme or course of study and LS teachers are not 'responsible' for students with LS needs – the responsibility rests with the classroom teacher, with support from the LS team.

COUNSELLING & PASTORAL CARE

The school provides a comprehensive counselling service catering for students' emotional, social, behavioural, educational, and career guidance needs. Secondary Year Leaders and the IB Coordinator provide additional guidance and pastoral support to students at their levels. The school also has a part-time College Admissions Advisor.

There is a school-wide focus on Social and Emotional Learning (SEL). Social and Emotional Learning (SEL) promotes the development of knowledge, attitudes and skills related to personal, physical and social wellbeing. SEL is concerned with the development of the individual with regard to feelings, beliefs, behaviours and choices, and helps students to examine how these can influence their present and future lives. The school has adopted a trans-disciplinary approach to SEL in recognition of its importance, its application in all areas of the curriculum and its relevance to life beyond school. As such, SEL activities are inquiry-based and concept-driven, and can take place both within and outside of the Units of Inquiry or areas of subject specialisation.

By providing for a comprehensive, school-wide focus on SEL Enko Bonanjo Campus has asserted its belief in a broad definition of intelligence - to include social & emotional skills and competence.

ENGLISH LANGUAGE SUPPORT

School policy states that: 'All Enko Bonanjo Campus students should also have reasonable expectation for meeting the School's graduation requirements with appropriate English language skills. Therefore, support will be provided to students entering Enko Bonanjo Campus with predominantly French-speaking language skills.

English as an additional language (EAL) specialists provide both in-class and small group withdrawal support, as appropriate. The EAL teacher/s works closely with class teachers to ensure that support provided is relevant and directed towards helping EAL students to access the curriculum within the classroom.

HEALTH SUPPORT

The school will make every attempt to train teachers and support workers in first aid and emergency treatment for students who become ill or who are injured during the course of the school day. The school engages paramedical services in the event of any serious illness or injury.

When the School treats a student a full report is sent to the parents (excluding times when children are attended with small/sometimes barely discernible cuts/grazes).

HEALTH CONCERNS: COMMUNICABLE DISEASES	
Disease	Period of Exclusion
Chicken Pox	Minimum of 14 days from onset. Production of medical certificate
Conjunctivitis	After complete recovery. Eyes no longer red or discharging
Glandular Fever	After swelling of glands have subsided and patient is feeling well
Hepatitis	After complete recovery. Minimum 7 days
Lice	After complete cleansing with special shampoo
Measles	7 days after first appearance of rash
Measles (German)	On production of medical certificate
Mumps	7 days after swelling subsides
Ringworm	Immediately if under appropriate treatment and affected part is covered
Scarlet Fever	Minimum of 14 days after commencement of treatment. Production of medical certificate
Whooping Cough	21 days after commencement of whooping.
Malaria	3 days after treatment has commenced

COMPUTER USAGE

All students must sign an Appropriate Use Policy statement regarding the use of school computers. Enko Bonanjo Campus computers are provided primarily for academic use. Any student who violates the policy is subject to disciplinary action.

Our intent is to make the ENKO BONANJO CAMPUS ' computer network and Internet access available to further the educational goals, objectives, and the mission of Enko Bonanjo Campus.

General guidelines for use of electronic media and general behaviour/expectations

The network and the Internet are provided for users to conduct research, complete class assignments and communicate with others. Access to network service is given to students who agree to adhere to the Enko Bonanjo Campus guidelines. Access is a privilege- not a right and entails responsibility. Students are held responsible for seeking appropriate materials and avoiding other potentially offensive materials. Within reason, freedom of speech and access to information will be honoured. Students are expected to be mindful of their bandwidth use.

Individual users of the computer networks are responsible for their behaviour and communications over those networks. Students will comply with school standards and will honour the agreements they have signed. Teachers shall report any misuse of the network to a supervisor. Network administrators may review rules and monitor

communications to main system integrity and ensure that the system is being used responsibly.

Printing

Ink and paper are limited resources and need to be conserved. Printing is allowed for academic purposes only. No printing of e-mail, personal web page information (party invitations, song lyrics, pictures of celebrities, etc.) or printing for other personal use is allowed.

File Space

File space on the Enko Bonanjo Campus servers is limited. Taking up space with large files, such as image, music, or video files, reduces network performance and space on the servers for legitimate academic work. Saving music, video or image files on an Enko Bonanjo Campus account, except when directly related to school assignments is not allowed. Students should purchase their own storage devices.

Network Accounts

Students will be given a login name and password. Students are responsible to choose a memorable password that no one would ever guess. It is advisable to use a combination of letters and numbers and symbols. Students are not permitted to share passwords with anyone. Students are not permitted to use another student's or staff member's account or to trespass in another's folder/files without permission.

Personal Laptops

Personal laptops may be connected to the network in classrooms and labs or wirelessly by bringing the computer to the IT Office and getting it properly registered. Students must abide by all the rules and guidelines contained in this agreement. The first violation will be enough reason to lose laptop privileges on campus. Students are responsible to maintain their personal equipment themselves. No software from home or the Internet may be installed on the network.

Unacceptable activities include, but are not limited to:

- using peer to peer and/or Bit Torrents
- using voice over IP (VoIP) programs such as Skype
- participating in authorized chat rooms
- sharing music libraries over the network (like iTunes)
- listening to internet radio
- unauthorized downloading of any kind
- watching feature-length movies online
- playing unauthorized games
- displaying, saving or distribution offensive messages or pictures
- revealing a classmate's ENKO BONANJO CAMPUS details or personal information
- using another student's account or trespassing in another's folder/files without permission
- using/accessing obscene language
- violating copyright laws
- installing unauthorized software on school computers
- accessing inappropriate or non-educational related websites
- logging on to computers not normally used by students
- selling items on the Internet

- downloading or creating viruses
- viewing or distributing pornography

Unacceptable behaviour in the labs and libraries include, but are not limited to:

- eating or drinking anywhere in a computer lab or library
- printing in excess or printing documents not related to school
- deliberately causing damage to a computer or other school equipment

Violations

Violations will result in a loss of access privileges as well as other disciplinary actions:

First Violation: User account will be disabled for two school days

Second Violation: The user account will be disabled for four school days and student will meet with the school administration as deemed necessary by the Technology Coordinator.

Third Violation: User account will be disabled indefinitely until the student, the parents and the school administration determine a solution.

Students will be given the agreement prior to the commencement of classes and failure to submit a signed form will result in the student not being allowed to use the school computers for any use.

ACADEMIC HONESTY

Students need to be aware of the importance of academic honesty. Expectations for ethical behaviour arise from the philosophy and values inherent and explicit in all school programmes. All students are expected to participate in the programme as structured and required by the school and to comply with all subject-specific regulations and internal school deadlines in accordance with regulations for Academic Honesty set for by the International Baccalaureate Organisation.

A. Definition of dishonest behaviour

1. Cheating: using or attempting to use unauthorized materials, assistance and/or aids in an effort to gain an unfair advantage.
2. Plagiarism: presenting, in whole or in part, another person's words or ideas as one's own without giving proper acknowledgement of sources.
3. Collusion: when a student supports another student in committing academic dishonesty. While collaboration is often encouraged, unauthorised collaboration is not permitted

B. Examples: Academic dishonesty includes, but is not limited to the following:

1. Presenting materials taken from sources, such as books, periodicals, newspapers or the Internet, without appropriate documentation.
2. Copying another student's homework, test, quiz, project, book report, assignment, or take-home test.
3. Allowing another student to copy a homework assignment, test, quiz, project, book report, assignment, or take-home test.
4. Receiving unauthorized help on an assignment from another person, either live or over the Internet.
5. Changing answers on a test, assignment, or project after grading.
6. Using programmable technology (iPods, calculators, phones to name a few) in a manner not specified by the teacher.
7. Unauthorized use of an electronic translator for foreign language.
8. Fabrication of data in a lab setting.
9. Using concealed notes on a test.
10. Attempting to receive credit for the same work in two different classes without teacher authorization.
11. Providing or accepting information regarding specific test content.

C. All cases of academic dishonesty will be reported to an administrator and result in the following consequences:

1. First Level: Parents contacted and apprised of the incident by administrator. No grade is given for work submitted.
2. Second Level: Parent conference; monitoring service; no grade will be awarded for the subject.
3. Third Level: Suspension appropriate to level of offense

The complete policy and handbook can be available to parents through the school librarian.

OPERATIONAL LEADERSHIP

Enko Education is a network of schools operating in sub-Saharan Africa. All Enko schools, whether in Cote d'Ivoire, Cameroon or Mozambique shares a common goal: to provide our students with a launchpad to the world's best universities.

Enko Education School has vested both executive and administrative authority and responsibility in the Head of School for Enko Bonanjo International School. The Head of School is directly responsible to Enko Education.

All staff members are responsible to the Head of School both professionally and contractually. Likewise, the day-to-day management of the School is designated to the Head of School and the Senior Leadership Team.

Enko Education Vision and Mission Statement

Vision Unlocking learners' potential across Africa to enhance the global future.

Mission Provide (or increase) access to the world's leading universities and/or to successful career through high quality international education.

The objective

In order to live our brand daily, we want to get a standard of excellence by being:

- ◆ Caring
- ◆ Committed
- ◆ Pathmakers
- ◆ Team-Spirited

Caring

- It's all about the learner. We put learners at the heart of every decision we take and action we make;
- We empower everyone, whether our teachers, colleagues, or learners, and enable them to be the best version of themselves;
- We empathize with and respect each other; and
- We are servant leaders: we give recognition and serve the one who serve us.

Committed

- We always go the extra-mile because we see the big picture and we believe Enko's mission;
- We build trust with all stakeholders because we deliver our promises and achieve our goals; and

- We are dedicated to positively impact our broader communities and environment.

Pathmakers

- We dare to start and then improve
- We design new solutions relevant to our unique context , without reinventing the wheel
- We are humble and ambitious

Team-Spirited

- We practise Solidarity
- We go beyond our own responsibilities to support our team mates
- We empower others to thrive and to grow together
- We celebrate our diversity

IB ATTITUDES

In IB schools, students should demonstrate:

Appreciation	Appreciating the wonder and beauty of the world and its people
Commitment	Being committed to their own learning, persevering and showing self-discipline and responsibility
Confidence	Feeling confident in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and actions.
Cooperation	Cooperating, collaborating, and leading or following as the situation demands
Creativity	Being creative and imaginative in their thinking and in their approach to problems and dilemmas.
Curiosity	Being curious about the nature of learning, about the world, its people and cultures.
Empathy	Imagining them in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspective of others.
Enthusiasm	Enjoying learning and willingly putting the effort into the process.
Independence	Thinking and acting independently, making their own judgments based on reasoned argument and being able to defend their judgments.

Integrity	Being honest and demonstrating a considered sense of fairness.
Respect	Respecting themselves, others and the world around them.
Tolerance	Being sensitive about differences and diversity in the world and being responsive to the needs of others.

It is the intent to highlight the IB attitudes during assembly time and to reinforce them during class time. To that end, each month a new attitude will be focused.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-Minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

APPENDICES

STUDENT ACCEPTABLE USE AGREEMENT -Technology Resources

Student Name: _____

I, _____ (student's name) and my parent or guardian, _____, agree to all of the following provisions regarding student use of technology resources on ENKO BONANJO International School premises or at a school-sponsored event.

1. Student use of technology and the Internet on Enko Bonanjo International School premises or at a school sponsored-event is a privilege that may be taken away at any time.
2. All personal technology resources (this includes, by way of illustration and not limitation, cellular phones and computers) shall be turned off unless their use is authorised by a School employee.
 - A If the personal technology resource permitted for use is a computer, the student must have a power supply for the computer as well as a carrying case (backpack is permitted).
 - B All personal computer equipment/supplies must be clearly labelled with the student's name. This includes, by way of illustration and not limitation, the computer, power cord, and backpack/carrying case.
 - C Personal technology resources shall only be available for use as authorized by a School employee; any unauthorized use may subject the student to discipline, including and up to expulsion.
 - D While on School premises or at a school-sponsored event, students shall use their personal technology resources, in a safe, responsible, and appropriate manner.
 - E The School is not responsible for any damage to personal technology resources.
3. Students are responsible for all work assigned, even if the technology resource they use is being repaired. The School shall provide resources necessary to complete assignments.
4. Students shall use School technology and the Internet in a safe, responsible, and appropriate manner.

