



THE OXFORD SCHOOL
Knowledge & Progress

BLUE BOOK

English Version

Parents & Students

Edison Park

INDEX

1. INTRODUCTION		3. LEARNING ENVIRONMENT AND RELATIONSHIPS	
• Education at The Oxford School	3	• Discipline Mission	24
• Mission & Vision	3	• Discipline Vision	24
• The Pillars of our School	4	• AIMS	24
2. ACADEMIC		• Behaviour at The Oxford School	25
• Teaching & Learning Methodologies	5	• Home / School Partnership	26
• The Oxford School's Learning Journey	5	• Strategies for Behaviour Maintenance	27
○ Pre Kinder	5	• House System	28
○ Primary	6	• Child Protection Policy	31
○ Middle School	7	• Visitors policy	34
○ High School	7	4. GENERAL SYSTEMS AND PROCEDURES	
○ 9 th - 10 th IGCSE Areas	8	• School Entrance & Departure	36
○ 11 th - 12 th AS/A Levels Areas	8	• Late Pick-Up Policy	37
• Cambridge Assessments	10	• Attendance Policy	37
○ Progression Assessments	10	• Punctuality Policy	38
○ Checkpoint Assessments	10	• Science Laboratory	39
○ IGCSE - AS/A Levels Examinations	10	• Cafeteria	39
• Academic Support		• Uniforms	40
• Streaming	13	• Student Identification	41
• Homework Policy	14	• Use of Electronic Devices	42
• Assessment Policy	17	• School Medical Insurance	44
○ Grading	17	• Infirmary Procedures	47
○ Habits and Aptitudes	18	• Birthday Policy	46
○ Remedial Programme	18	• Other Important Information	48
○ Honour Roll	19	5. COMMUNICATION	
○ Incomplete Policy	19	• Induction Day	50
• Social Service	23	• Open Nights	50
• Private Tutoring Policy	23	• Report Comments and Report Cards	50
		• Weekly Parent-Teacher Meetings	51
		• Correspondence Notebook	51
		• Study Guide	51
		• Newsletters	51
		• School Email Accounts	52

INTRODUCTION

Education at The Oxford School

In 1984, The Oxford School commenced its journey as an educational institution by providing English language courses to children and adults. As time passed, the demand for a regular school grew and as a result we started to provide provisions to preschool students and from there on, it grew to secondary levels. In 2000, The Oxford School, built its first building known today as Edison Park, Transistmica in Panama City.

The Oxford School consists of our main branch in the Edison Park complex on Avenida Transistmica (with a registration of more than 1,000 students), The Oxford School in Santiago, Veraguas, The Oxford School in La Villa de Azuero, The Oxford School Chiriqui and most recently The Oxford School Paseo Del Norte. These centres offer international school programmes and specialized courses all year round. The programmes and courses are aimed at the general public and are carried out by qualified teachers and professors; all within an amenable and accessible environment.

Mission

The Oxford School is committed to the fulfillment of the goals of the Early Years Foundation Programme, The Cambridge Primary Programme, The Cambridge Lower Secondary Programme and The Cambridge Assessment International Education Programme, dynamic programmes of international relevance and recognition. We educate students of all backgrounds, beliefs, cultures and abilities to pursue academic excellence in an environment of understanding, cooperation, tolerance and constant effort.

Vision

As pioneers in contemporary educational systems and planning, The Oxford School will be in the vanguard of educational, technological and cultural development on a global level. We will expand our reach to serve as an academic benchmark and dedicate our resources to raising academic standards around the world. We will respond to the needs of change and promote continuing education so that our students will always be prepared.

The Pillars of our School

- **Team Work:** collaboration is embedded in our curriculum and House System strategy. We understand that working collaboratively is a life skill and students need to work towards becoming individuals with critical awareness and empathy for those around them.
- **Multiculturalism:** as crossroads of the Americas, Panama encompasses an important amount of ethnic groups, religions and cultures that make us who we are as a country and this characteristic is valued and celebrated in our school. We believe that all individuals should develop their abilities regardless of their backgrounds and that diversity enriches the individual and the environment in which he works and lives.
- **Innovation:** pioneering has been a trait of our school since day one. As part of our organizational culture, we have promoted innovation by the means of technological advances which we incorporated to our educational programmes.
- **Diversity:** our programme is inclusive across the curriculum, offering all pupils the chance to succeed. We take into consideration, students' individual needs so that they can achieve to the best of their potential.

ACADEMIC

Teaching and Learning Methodologies

We use contemporary teaching and learning methodologies, which allow our students to be active participants in the learning process. We ensure that lessons are well structured so that students start learning new concepts by drawing on what they know. This supports the learning process and it also makes students more confident that they are able to achieve the learning outcome. Self-esteem and confidence are a major factor that impacts on the learning process.

We prepare our teachers to plan their lessons with a sense of direction and progression in relation to the skills within our programmes. We emphasise the use of active learning strategies such as visual, auditory, kinesthetic, questioning and modelling, so that students make connections and are involved in the learning process. We prepare our students to develop the necessary skills to become independent learners, therefore incorporate elements of independent work where they can apply what they have learnt in each session. The awareness of articulating what has been learnt allows students to develop skills to become lifelong learners. Through the use of plenaries at the end of the lesson, we encourage students to reflect on areas so that they can celebrate their success as well as identify areas to develop.

The Oxford School's Learning Journey

Pre Kinder

The Oxford School draws on The Early Years Foundation Stage for the learning, development and care of young children. We focus on developing personal, social and emotional skills so that our students can flourish in all aspects of their lives.

We broaden knowledge and skills by developing:

- Communication, language and literacy.
- Problem Solving, reasoning and numeracy.
- Knowledge and understanding of the world.
- Physical development.

This is achieved by providing concrete and pictorial experiences that our learners can relate to and make connections with.

Primary

In Primary students are exposed to a range of subjects to broaden their knowledge and skills. From Kinder to Grade 5th, we draw on the Primary Cambridge International Examinations curriculum for English, Mathematics, Science and ICT.

English

Two English programs are offered in parallel depending on the proficiency of the English Language. The first language program focuses on mainly reading and writing. However, we appreciate that in reality for many of our students English is a second or third language. The English as a second language program allows students to become more proficient with the English language by developing skills in: speaking, listening, vocabulary, reading and writing.

Mathematics

The Mathematics programme has a holistic approach where over the course of the year students are exposed to:

- Number and problem solving.
- Geometry and problem solving.
- Handling data and problem solving.
- Measure and problem solving.

Each term 3 strands are taught; there is a strong correlation between the progression of skills at each stage. Therefore, the structure of the program allows students to consistently build on their skills and the using and applying of mathematical skills is embedded into the programme.

Science

The Science programme consists of six topics and each term two topics are taught in depth. Over the academic year students are exposed to Chemistry, Biology and Physics. Scientific vocabulary and scientific enquiry is rooted into each topic; this allows our students to gain a deeper understanding of scientific concepts.

The Cambridge Schemes of Work for English, Mathematics and Science incorporates a range of teaching methodologies and allows our students to make steady progress with broadening and refining skills.

Alongside the core subjects, attention is given to the Arts and the social, emotional aspects of learning. As well as academics, we work on developing the whole student, therefore precedence is given to creating a positive learning environment where the achievement of our students is celebrated.

Middle School

From Grade 6 to 8, we draw on Lower Secondary Cambridge International Examinations curriculum for English, Mathematics Science and ICT. Pupils are consistently challenged so that they are prepared and well equipped for the transition to High School. During this stage, the breath of the curriculum increases but at the same time the students have ample opportunity to master and build on prerequisite skills.

An additional Modern foreign Language is offered as well as continuing to develop skills in Music and Art. This supports students to make an informed decision on the field that they would like to specialise in when they transition to high school.

High School

At The Oxford School, we can affirm that the content of the IGCSE and AS/A level curriculum prepares our students for the future, whether it is for higher education or work. Students are able to follow the path of their choice: Science, Commerce or Arts. During this stage, students deepen subject knowledge and develop higher order thinking skills. We provide ample opportunity for our students to reflect on their learning, so that they are in control of the learning strategies they are using.

Grade 9th & 10th

IGCSE - International General Certificate for Secondary Education

Science	Commerce	Arts
English Language	English Language	English Language
English Literature	English Literature	English Literature
Mathematics	Mathematics	Mathematics
Biology	Accounting	Art
Physics	Business	French
Chemistry	Economics	Music
Global Perspectives	Global Perspectives	Global Perspectives
ICT	ICT	ICT
Spanish	Science	Science
Social Studies	Spanish	Spanish
	Social Studies	Social Studies

Grade 11th & 12th

AS / A Level Advanced Levels Certification

Science	Commerce	Arts
English Language	English Language	English Language
English Literature	English Literature	English Literature
Mathematics	Mathematics	Mathematics
Biology	Accounting	Art
Physics	Business	French
Chemistry	Economics	Music

Global Perspectives	Global Perspectives	Global Perspectives
ICT	ICT	ICT
Spanish	Science	Science
Social Studies	Spanish	Spanish
Thinking Skills	Social Studies	Social Studies
	Thinking Skills	Thinking Skills

Cambridge Assessments

The Cambridge curriculum includes a series of assessments, which provides our teachers, students and the school with an international benchmark and information on every learners' progress over time.

Progression Assessments

Progression exams are administered in: English, Mathematics and Science in Grades 2st, 3rd, 4th, 6th and 7th. The purpose of these assessments is to evaluate students progress directly with the objectives of the Cambridge Curriculum. The data allows the school to track how students have progressed through the academic year and the data is used to inform future academic provisions.

Assessment data is uploaded onto our platform; so that we can monitor progress of each student from Primary and Middle School.

Checkpoint Assessments

Checkpoints are an end of key stage examination, which are administered in Grade 5th and Grade 8 for English, Mathematics and Science. These exams are administered in The Oxford School Edison Plaza and are sent to Cambridge, England to be graded by Cambridge Examination Officers. Cambridge then provides certificates as well as progress reports which identifies the student's strengths and the areas for development.

International General Certificate in Secondary Education (IGCSE) -

AS / A Level Examinations

These international examinations take place at the end of the course; therefore, students have sufficient time to deepen their understanding of the subject they choose. Students are able to choose the subjects that they want to complete examinations for, therefore it supports students to consider their future aspirations and make informed decisions. The IGCSE AS/A level examinations are international qualifications, which are accepted at over 1400 institutions, across 195 countries.

The Cambridge examination board offers an ICE (International Certificate of Education) group qualification for candidates who achieve 7 subject passes.

To achieve the ICE diploma students need to complete 7 subjects in the following 5 areas:

- **Group I:** 2 IGCSE - Languages: English and Spanish.
- **Group II:** 1 IGCSE - Humanities and Social Sciences: Economics, Global Perspectives, English Literature, Spanish Literature.
- **Group III:** 1 IGCSE - Sciences: Biology, Chemistry, Physics.
- **Group IV:** 1 IGCSE - Mathematics.
- **Group V:** 2 IGCSE - Creative, Technical and Vocational: Accounting, Art and Design, Business Studies, Cambridge Global Perspectives, Information and Communication Technology, Music, Art and Design.

Students can achieve a distinction, merit or pass.

- **DISTINCTION** is awarded if a student obtains grade A(a) or above in five subjects and grade C(c) or above in two further subjects.
- **MERIT** is awarded if a student obtains grade C(c) or above in five subjects and grade F(f) or above in two further subjects.
- **PASS** is awarded if a student obtains grade G(g) or above in seven subjects.

To achieve the Advance International Certificate of Education (AICE) diploma students need to complete 7 subjects in the following 5 areas:

- **Group I:** Mathematics and Sciences - Applied Information & Communication Technology, Biology, Chemistry, Mathematics, Further Mathematics (A Level two credits only), Physics.
- **Group II:** Languages - English Language, Spanish, Spanish – First Language (AS Level one credit only).

- From IGCSE 2nd language (10th grade) → 1st language IGCSE (11th grade) → General Paper (from group IV) to replace English credit (12th grade).
- **Group III:** Arts and Humanities - Accounting, Art & Design, Business, Economics, Language & Literature in English (AS Level one credit only), Literature in English, Music, Spanish Literature (AS Level one credit only).
- **Group IV:** Interdisciplinary subjects - optional - General Paper (AS Level one credit only) Thinking Skills.
- **Mandatory element of the Diploma:** Global Perspectives.

Students can achieve a distinction, merit or pass from a maximum diploma score of 420 points:

- **DISTINCTION:** awarded to students with a score of 360 points or above.
- **MERIT:** awarded to students with between 250 and 359 points.
- **PASS :** awarded to students with between 140 and 249 points.

AS level qualifications is equivalent to one credit and A level qualifications are equivalent to two credits however students who do not meet the requirements of the AICE diploma can still achieve qualifications for individual subjects.

The information stated above comes directly from <http://www.cambridgeinternational.org/>. Please visit this page should you require any further details.

Academic Support

Our Attention to Diversity Department is centered around the inclusive rights across the curriculum, offering all pupils the chance to succeed, whatever their individual needs and potential barriers to learning may be. Equality of opportunity is one of a broad set of values and purposes which underpin our curriculum and educational institution. Also a commitment to valuing ourselves, our families, the diversity in our society and environment in which we live, are essential aspects of our fundamental principles.

The Oxford School offers psychological monitoring to identify and support learning and emotional problems. This centre consists of a counseling psychologist, psychopedagogy and teaching personnel. A recognized physician with extensive training and experience in Special Education heads the department in an advisory capacity. This Department also manages students with Individual Education Plans in accordance with our Code of Practice and the Ministry of Education standards, for determining and providing achievable targets that are constantly monitored and reviewed.

Streaming

The Oxford School has implemented a new academic structure called “streaming” in accordance with ensuring that curriculum content is based on students' needs.

In English, students are grouped according to their proficiency with the English Language in the areas of: reading, writing, speaking and listening. Streaming commences from Grade 2th all the way through to Grade 12th. Students' needs are reviewed on an annual basis. However, upon recommendation by a teacher in conjunction with the department coordinator a student may be moved from one group to another.

From Grade 6, streaming provisions are also provided for Spanish.

Homework Policy

Our homework policy is centered around students reinforcing and consolidating skills that they have been learning in school. We need to regulate homework tasks so that our students have the time to pursue other activities, which is an essential part of their development and wellbeing.

Our homework policy is designed to:

- Ensure consistency of approach throughout the school.
- Provide opportunities for parents and children to work in partnership and to share learning experiences.
- Consolidate and reinforce skills.
- Promote independent learning and organizational skills.

Primary School

In Primary school, homeroom teachers or grade leaders (Edison Park) will liaise with Spanish and Social Studies teachers to ensure that workload does not become excessive and that students have adequate time to complete work.

Below is a guideline to the amount of time and tasks that should be allocated to homework each week.

Grade	Daily Reading Software (mins)	Weekly Mathematics software 2 activities related to maths topic of the week (mins)	Weekly English, Maths or Science (mins)	Weekly Spanish and Social Studies (mins)
Kinder	15	20	20	20
Grade 1	15	20	20	20
Grade 2	15	20	20	20
Grade 3	15	20	30	30

Grade 4	15	20	30	30
Grade 5	15	20	30	30

Guidance:

- Primary students should complete no more than 20 to 30 minutes of homework per day, depending on their grade level.
- Educational platforms are assigned on a weekly basis to support reading and mathematics skills.
- The following homework schedule has been created to support teachers with their planning:

Monday – English homework.

Tuesday – Maths or Science homework.

Wednesday – Spanish homework.

Thursday – Social Studies homework.

Middle School

In Middle School, we aim to promote more independent learning skills; homework is an opportunity for students to consolidate and master skills that have been taught in class.

Grade	Daily Reading time English Literature (mins)	Weekly Maths software (mins)	Weekly English Language or Literature (mins)	Weekly Maths or Science (mins)	Weekly Spanish or Social Studies (mins)	Weekly French, Music or Art (mins)
Grade 6	20	20	30	30	30	30
Grade 7	20	20	30	30	30	30
Grade 8	20	20	30	30	30	30

High School

In High school we work towards developing both independent learning skills and organisational skills so that students are well equipped for higher education. Homework tasks are based around daily lesson content and the aim is for students to deepen their understanding and knowledge.

Grade	Daily Reading time English Literature text (mins)	Weekly English Language or Literature (hours)	Weekly Bachelorett Science, Commerce or Arts (hours)	Weekly Maths (hours)	Weekly Spanish or Social studies (hours)	Weekly ICT and Global Perspectives (hours)
Grade 9	30	1	1	1	1	1
Grade 10	30	1	1	1	1	1
Grade 11	30	1	1	1	1	1
Grade 12	30	1	1	1	1	1

The Oxford School are committed to ensuring:

- Departments liaise, communicate and collaborate so that homework is organized based on the guidance provided.
- Students are given a minimum of three days to hand in homework.
- Homework is posted as formative study guides on our school website.
- Homework does not require students to travel to other students' houses.
- Projects will not be assigned fully as homework. Students will be given time to work on projects at school.

Assessment Policy

The Oxford School's assessment policy is centered around ensuring that there is a consistent approach on how we measure our students' progress alongside the requirements of the Cambridge International Curriculum as well as Meduca requirements.

We understand that assessment is a fundamental part of the evaluation process, however, at the same time we must ensure that our assessment procedures are conducive to learning and do not cause unnecessary anxiety.

Our assessment policy is designed to:

- Ensure summatives are spread throughout the term and assess skills and objectives that are taught in class.
- Students are assessed in a variety of ways (tests, classwork, projects, presentations etc.).
- Students receive feedback in regards to how they are progressing.
- Students are aware of the content of summatives and how to prepare for them.
- Summatives are created based on curriculum requirements.

Grading

The grade scale used by teachers ranges from 2.0 to 5.0 for Primary School (from 1st to 5th grade and 6th grade). For Secondary (7th to 12th grade) the scale is from 1.0 to 5.0. The minimum passing grade is 3.0. The annual grade is the average of the three terms.

In Primary School, students may be highly recommended not to be promoted to a higher level or grade if a general average of 3.0 is not attained in the core subjects (Spanish, Maths, Science, Social Studies and English).

From Grade 7th, students may not be promoted to the next grade if they achieve less than 3.0 in more than 3 subjects. Reinforcement classes are recommended during the Summer period

if the student's final grade is less than 3.5. Students who receive a final grade of less than 3.0 in a maximum of 3 subjects will be required to take a mandatory remedial programme during the Summer period.

Student's won't be administered more than three (3) tests on the same day in order to support planning, preparation and productivity levels.

Habits and Aptitudes

Each term, students will also receive feedback on their report cards related to their learning and behaviour. This section of the report card indicates students' behaviour during regular class time and school activities. It includes the following aspects of the student's general performance:

Work and study habits

Completes classwork and homework.

Follows directions.

Keeps work area organised.

Participates in class.

Team work.

Works independently.

Writes legibly.

Behaviour and attitudes

Assumes responsibility.

Correct use of the uniform.

Initiative and cooperation.

Manners.

Order and tidiness.

Positive attitude.

Practices self control.

Respects property.

Respects rights of others.

Remedial Programme

All students that have failed more than three (3) subjects, with a final average lower than 3.0 will do remedial exams. The Remedial Programme is mandatory and takes place during the Summer break. The Remedial Test is taken during the last week of the course.

In order to present the remedial test, students must have a minimum attendance of 75%. The grade for the Remedial Test during Summer time is composed of:

- 60% of the grade comes from the Remedial Test.
- 40% of the grade comes from the assigned classwork or projects.

Graduation Students (9th & 12th grades)

Students in Grade 9th and 12th, who have a final average of lower than 3.0 in an individual subject will need to complete remedial lessons and a final remedial exam. In order to graduate the remedials must take place between the last day of class and the graduation ceremony. Remedial Exams can take place for a maximum of three subjects.

If students are not successful in remedial exams before Graduation, they must attend mandatory remedial sessions during the summer. Upon passing, students will receive their graduating Diploma.

Honour Roll

Students are recognised for their personal efforts and achievements, considering their individual differences and abilities. Academic excellence gathers a variety of skills, which include academic performance, study habits and personal attitude.

Honour Roll Merits are given to students with a grade point average of over 4.75 - 5.0. Mention of Honour Merits are given to those students who have a grade point average between 4.50 - 4.74.

Incomplete Policy

The Oxford School's incomplete policy is centered around responsibility, accountability and organizational skills.

The rationale behind this policy is to ensure:

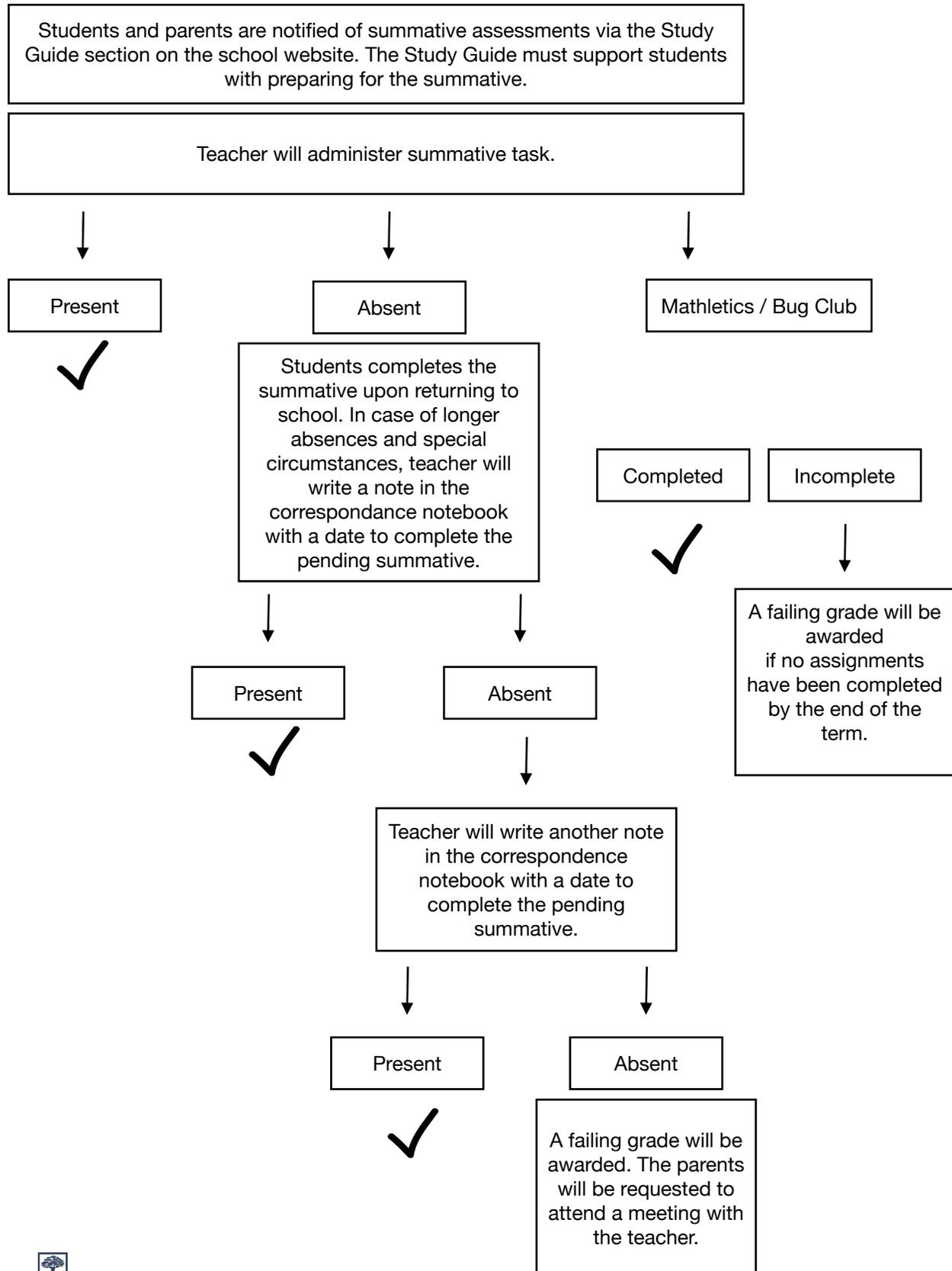
- All students are on track with assessment requirements and successfully complete each term.

- Support students with organizational skills.
- Working with and supporting students with the importance of meeting deadlines and taking responsibility for their duties.

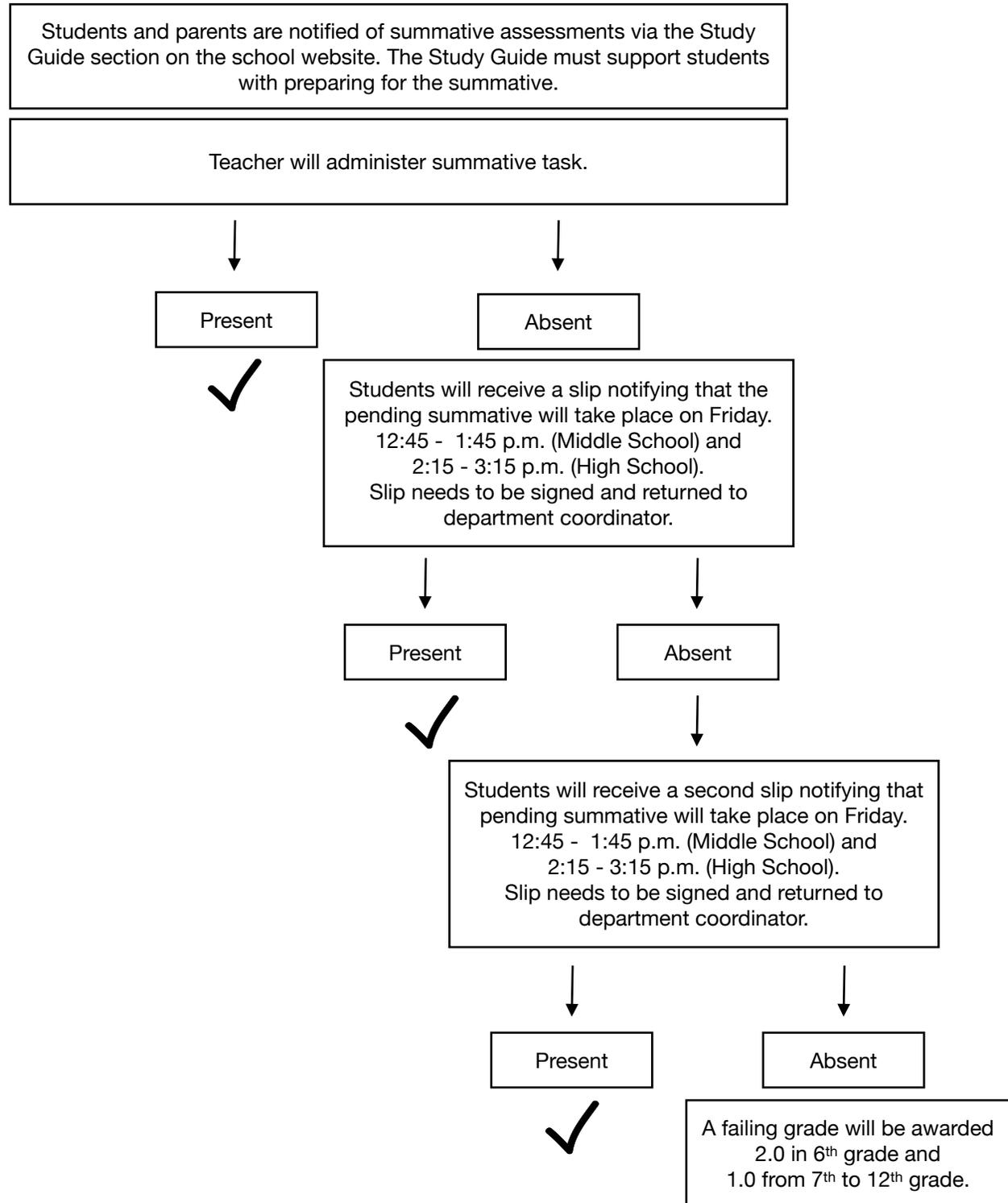
The incomplete policy is applicable for all students. However, we do understand that there are unforeseen or excruciating circumstances. In these cases, parents should liaise with the coordinator and these cases will be presented to the Headteacher's Office or Directors for approval.

Below you will find a flowchart of how incomplete assessment will be handled in Primary, Middle and High School.

Primary



Middle and High School



Social Service

At The Oxford School, Social Service is mandatory in High School. This allows our students to participate in different activities that give them the opportunity to interact positively and become more active citizens, who contribute to their local community.

The Oxford School runs a coordinated programme of Social Service, including a SisterSchool Project, throughout the school year. For students in 11th and 12th grade this programme must be completed as a part of their required studies and academic plan established by the Ministry of Education of Panama.

Private Tutoring Policy

In order to ensure that there is consistency and equality for all our students and to avoid unethical practices, students who are being taught by a teacher for any subject across the curriculum can not provide a private tutoring service for that academic year. Parents should avoid contacting their child's teacher or Grade teacher for private tutoring services.

Parents are able to draw on our staff for tutoring services but this must be done outside the school premises and the school does not take responsibility for the terms and conditions that have been agreed between the two parties. Money should not be exchanged in the school; private tutoring services can not be held inside the school premises.

The School offers a homework club service, please contact the school office if you are interested.

LEARNING ENVIRONMENT AND RELANTIONSHIPS

Discipline Mission

At The Oxford School, the Discipline Policy mission is to develop a productive citizen who is distinguished in all aspects of academic and social endeavours. We are committed to ensuring that our policies and practices will prepare our students for a world that is increasingly diverse and knowledge driven. We expect our school and classroom environments to be emotionally safe and intellectually challenging. We pledge to partner with parents, groups, and organizations to add support to the mission by changing hearts and minds in order to enrich the world through education.

Discipline Vision

The Oxford School is committed to a discipline policy that creates a safe and orderly environment within the institution. This enables students to achieve their fullest potential. The Discipline Policy will provide students with greater opportunities to become independent, self-disciplined citizens not only in the school community, but in society. Thus, we reaffirm our mission remembering that democratic citizenship and productive adulthood begin with standards of conduct and standards for achievement in our schools.

AIMS

As an International and inclusive school we are concerned with the social as well as intellectual development of our pupils. We want our pupils to grow into caring members of society who will think about the needs of others, the community as a whole, as well as themselves.

Living with other members of the school community means that each child must consider the effect of their behaviour upon others within the school. Shared and consistent expectations and standards of behaviour are essential to developing a community where each member feels safe, secure and happy. Throughout all aspects of school life, staff will encourage all pupils to:

- Develop a sense of responsibility for themselves, their fellow pupils and the school community.

- Understand by teaching and leading by example that genuine care for others is at the heart of good relationships.
- Understand the importance of truth, honesty and integrity.
- Recognise the importance of respecting school rules understanding that failure to comply with the school rules will lead to consequences or sanctions.

It is the schools belief that praise and positive discipline strategies are the most effective means of encouraging hard work and acceptable behaviour.

Behaviour at The Oxford School

Individual behaviour is a personal response to our inner feelings. It reflects our ease or unease in social situations and is also affected by how other people respond to us.

Children need to acquire the knowledge and skills to behave appropriately in different situations. They require opportunities to reflect upon and practise good behaviour and have good examples to follow.

For most children the foundations of learning good behaviour begin at home. It is therefore important that the school, parent and student are equally involved and take responsibility for maintaining good behaviour.

The school has defined steps to identify and intervene for disciplinary actions. However, there are some discipline traits or events that might compromise the safety and wellbeing of students, staff, teachers or school integrity. In these cases, steps may be omitted or skipped and Headteachers/Discipline Committee intervention will be necessary.

As a whole school we will:

- With the participation of students, generate rules that are conducive to learning and create a positive learning environment. We believe that this is a crucial element as it allows for discussion and reflection. This in turn results in students taking ownership and understanding the purpose behind defined rules.

- Praise students for their positive behaviour and achievements.
- Give students opportunities to reflect on negative aspects of behaviour, providing the opportunity through warnings to improve.
- Encourage children to sort out their own problems making emphasis on active learning in a supportive manner, encouraging them to take responsibility for sorting out their own conflicts. Significant adults must take responsibility for teaching and modelling strategies, helping students to carry them out and reach a successful conclusion.

In the classroom we will:

- Display class rules that were generated at the beginning of the academic year and regularly review them.
- Promote the participation of students in all House System activities.
- Display visual behaviour charts in Pre Kinder and Primary.
- Use the behaviour tool on the school website to inform parents of positive and negative behaviours.

Home / School Partnership

For most children the foundations of learning good behaviour begin at home. It is therefore important that the school, parent and the child are equally involved and take responsibility for maintaining good behaviour. We recognise that a strong home/school partnership is fundamental to ensuring appropriate behaviour in school.

The Oxford School is committed to safeguarding student's progress and general wellbeing. These aspects are crucial when defining every aspect of school life. Parents have a key role in this mission in order to strengthen our practices and reinforce the way we work for our children.

It is important that parents always follow the channels of communication defined by the school and consider that any type of communication between parents and teachers or between parents must be expressed with complete respect and tolerance.

During situations in which students are involved in disciplinary issues, parents cannot approach students directly. All situations have to be informed or reported to the respective Inspector, Teacher or School Leader in order to follow internal procedures. Please use the Child Protection Policy as a reference.

Parents must communicate with other parents in an environment of understanding and respect, no matter the platform they use or the situation they are involved in. It is important that our children can learn from significant adults surrounding them how to deal with difficult situations when two people are trying to solve a problem or get into an agreement.

If the school receive reports or complaints in relation to interactions between parents that are not appropriate or present a threat to other's integrity or well being, the school will proceed with an investigation process in order to clarify the situation in which the following actions might take place:

- Direct communication with the parents from the Headteacher's office.
- A mediation meeting to pursue an agreement between the parts.
- Implementation of the second clause of the school's service contract.

All the above actions will be previously defined by the Headteachers or school Directors and will be subject to consultation with the Ministry of Education if considered necessary.

Strategies for Behaviour Maintenance

The maintenance of good behaviour is vital to all aspects of school life. It requires the active support of pupils, staff, parents and leaders.

The practice of good behaviour is a continuous everyday process structured within the routine and organisation of daily activities. This is supported by a clearly understood set of 'Rules' or expectations which acknowledges the rights and responsibilities common to all members of

the school. Good standards of behaviour are necessary for the effective implementation of the curriculum in all areas but linking it with the House System is particularly effective as they provide clarification of values and attitudes which complement positive caring actions.

At The Oxford School we adopt the following strategies to assist in the maintenance of good behaviour:

- The class teacher or adult working with the child will provide immediate positive verbal response, stating exactly what the student has done well.
- The whole class will also give recognition of the positive behaviour.
- Recognition for good, maintained or improved behaviour will be rewarded through the use of stickers (age/stage specific) and house points.
- Sharing good behaviour with parents in front of the child.
- Use of school platform to notify parents, this will ensure that parents also receive immediate feedback.

House System

We aim to prepare wholesome students capable of leadership abilities and ready to face the challenges of a globalized world.

We created the House System, a values in action program. The purpose of this system is to reinforce universal values such as: responsibility, honesty and courage. This structure helps to strengthen the importance of collaboration and teamwork. It also supports stimulating leadership attributes amongst our students.

The House System is based on four houses, each one identifies a particular seal. These houses are:

- **Arthur** - Justice and Loyalty.
- **Lion Heart** - Courage and Knowledge.
- **Churchill** - Honour and Glory.
- **Wellington** - Strength in Unity.



The House System is an important feature of the Oxford School life. It develops a sense of competition, motivating students to constantly improve their work efforts and their behaviour by means of a points system. This builds a foundation of discipline and values. Students achieve a notion of loyalty to their own House and compete objectively, realising that the responsibility is on each and every one of them as individuals and as a team.

In this way, they learn that effort is rewarded and makes them work harder and respect class and school rules. This complies with the Mission of The Oxford School.

Among all the activities involved in this system, students compete and collaborate with one another for sports, academic and other extracurricular activities. Participation in House System activities varies across each school department according to the student's developmental stage requirements. It contributes to excellence and promotes cultural and social exchanges among our school community and also within communities across Panama.

Anti Bullying Policy

At The Oxford School we are committed to providing a warm, caring and safe environment for all our students. Bullying of any kind is unacceptable and will not be tolerated in our school. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. The Oxford School has adhered to the action protocol for bullying events certified by the Ministry of Education*. Our Teachers and general staff receive training on a yearly basis to administrate this protocol and develop the necessary skills to detect and define bullying situations.

***Safe school project: Say no to bullying (1st edition, 2016)** - Ministry of Education, FUNDAMORGAN, OEI, UNICEF, Amanecer Foundation, Stop Bullying and Violence Panama Foundation, Healthy relationships Foundation, Valórate Foundation.

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards another individual or people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying results in worry, fear, pain and distress to the victim's.

Bullying can be performed but is not limited to the following actions:

- Emotional/Psychological: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Non verbal: aggressive gestures or acts that promote exclusion, offenses or threats.
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone or negatively addressing their race, personal characteristics, culture, disability, special need or religion.
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- Sexual: unwanted physical contact or sexually abusive or sexist comments.
- Online/cyber: using technology to attack or harm with negative comments or unwanted posts/images/videos that threatens another person's moral integrity.

It is important to understand that **bullying is not** the odd occasion of falling out with friends. To be considered as bullying the behaviour should be done deliberately several times. Children sometimes fall out or say things because they are upset. When occasional problems like this arise it is not classed as bullying. It is an important part of children's development to learn how to deal with conflicts between friends.

Any case of suspected or reported bullying will be investigated and recorded fully with the cooperation of the class teachers. If there are grounds for further follow-up action, the incident must then be reported to the section Coordinator / Discipline Coordinator who will work in conjunction with the Discipline Committee and the Attention to Diversity Department to provide parents with the appropriate guidance and support, complying with the respective discipline action steps. If negative results persist, the Headteacher's office will define further interventions.

Sanctions

Pupils must be aware why sanctions are necessary and be expected to conform to them. Everyone should know what action will be taken if and when the code of conduct is not maintained. For reporting or managing discipline issues, the chain of hierarchy initiates with the class Teacher or Inspector, followed by the Section Coordinator and the Headteacher's office/ Director.

Action steps (these will be implemented according to behaviour characteristics):

1. Verbal warning (initial communication and dialogue; review of rules).
2. Class intervention by reinforcement system (classroom displays or privileges).
3. Communication with Parents or Section Coordinator.
4. School detention (for academic or disciplinary purposes); maximum 3 detentions per term.
5. Referral to Attention to Diversity Department or Discipline Coordinator.
6. Parent - School conferences (may require agreement letters or behavioural contracts).

IMPORTANT: Further action could include school exclusion. This is the responsibility of the Headteacher and the Discipline Committee in consultation with the Ministry of Education.

Child Protection Policy

Purpose

A Child Protection Policy is central to providing an environment that places the health, safety and wellbeing of students at the center of our organization. This policy is based on national legislation and the United Nations Rights of the Child. It has the sole purpose of creating and maintaining a positive environment through the school's commitment to protect students from abuse; provide a framework of clear guidelines and protocols in case of known or suspected abuse.

Scope

The scope of this policy applies to all parties associated with the school (students, teaching staff, employees, parents, bus drivers, security and maintenance staff) and school community

as well as individuals not directly associated with the school whose actions have been reported, suspected or known.

Definitions

For the purpose of this policy, the term child refers to any student at The Oxford School as well as any person under the age of 18 present on our campus.

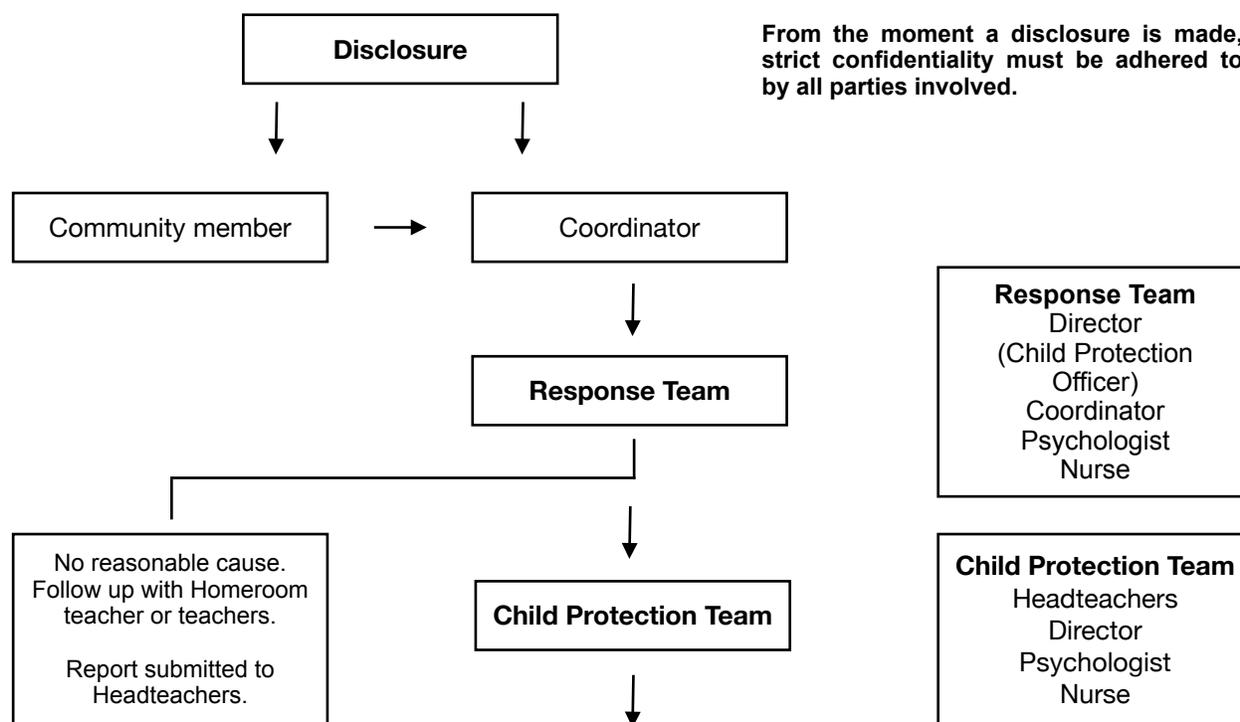
A child is considered abused when a parent, caregiver or person in a position of authority, through action or failing to act, causes or puts a child in serious risk of harm. Some forms of abuse can be, but are not limited to:

- Failure to provide for a child's basic needs within their own environment. Neglect may be physical (food, shelter, clothes, supervision); medical (regular checks or necessary treatments) or emotional (patterns of actions such as but not limited to inattention, lack of nurturing, permissive and harmful dynamics within the home environment, humiliation, and so on).
- **Physical and emotional:** Intentional physical injury of a student by another student, parent, care giver or a member of The Oxford School. Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical and emotional health or development of a child.
- **Sexual abuse:** Unwanted/non consensual sexual activity, exposing sexually explicit material, sexual exploitation, sexting etc between students or perpetrated to a student by any adult school community member or care giver; committing or allowing to be committed any sexual offense against a child.

Behavioral indicators in and of themselves do not constitute abuse or neglect. Together with other indicators, such as family dynamics, they may warrant a referral.

Procedure and Action

It is the responsibility of all members of The Oxford School Community to report any case where there is cause to suspect or knowledge of child abuse or neglect. It is our duty to adhere to the following guidelines, treating every incident on a case by case basis:



From the moment a disclosure is made, strict confidentiality must be adhered to by all parties involved.

The Headteachers may also on a case by case basis take actions in some but not limited to the following ways:

- Meet with the student, teacher and or counselor if necessary, taking into account the child's wellbeing.
- In-school observations (class, playground, cafeteria interactions).
- Contact parents to formally present concerns and define next steps.
- Refer to external counselling or therapy.
- Consult the school's attorney for procedures required by the law.

1. Disclosure is made to anyone in The Oxford School community. Report or suspected abuse is immediately reported to the section coordinator with strict confidentiality.
2. Coordinator assembles a response team who will investigate the incident and ascertain whether there is reasonable cause.
3. According to the response team's findings, the Child Protection Team acts in the direction needed to provide a safe environment for the student taking into account his/her specific case.

Commitment to Safeguarding Students

Is the **responsibility** of all members of The Oxford School community to familiarise with the above definitions and guidelines in order to **report** any knowledgeable case of child abuse or the reasonable suspicion of the possibility of a child abuse case.

All The Oxford School faculty, staff and community will work together to make sure all students are treated with dignity and respect. As part of our educational programme and academic excellence, we commit to the shared responsibility of educating children in a safe environment in which all children can learn and grow by:

- Providing age appropriate **guidance to help students** understand personal safety, needs and rights.
- Reinforcing our Child Protection policy annually with **parents, current and new members** of school.
- Train our school community: academic and administrative staff and volunteers, to be able to distinguish and respond to issues appropriately. This includes all collaborators that are on school premises and associate directly or indirectly with students.

The Child Protection Policy will be revised annually and training will be completed on a yearly basis. It is our community's responsibility to keep our children safe, by being an active participant in The Oxford School community, working at our organization, or associating with The Oxford School in any direct or indirect way, you agree to collaborate and support the school to achieve the guidelines described in this policy; promoting a positive environment for our students, and accepting regulations and action steps defined for particular cases of vulnerability.

Visitor's Policy

Visitors are very welcome to The Oxford School, however it is our school's responsibility to ensure that the security and safety of our pupils is uncompromised. All visitors to the school must follow the procedure below:

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstance.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. All visitors will be asked to sign the Visitors Record Book which is kept in Reception, making note of their name, organisation, who they are visiting and car registration number (if it applies).

- All visitors will be required to wear an identification badge to circulate inside school premises – the badge must remain visible throughout their visit.
- Visitors will be escorted to their point of contact or their point of contact will be asked to come to Reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless there is authorisation from the Headteacher's office.
- Visitors are not allowed to enter classrooms or any other area without permission or supervision.
- Visitors cannot take pictures or videos inside school premises.

GENERAL SYSTEMS AND PROCEDURES

School Entrance & Departure

The Oxford School have defined procedures for entrance and departure to ensure that circulation is fluid and the safety of our students is not compromised.

Entrance

At the beginning of the school day, students that arrive by bus should proceed directly to the cafeteria to wait for the beginning of class. Students may not wait outside the school. At 7:15 a.m. students will proceed to their homeroom classrooms. PreKinder and 1st Grade students will be escorted by school staff to their respective classrooms.

Students that arrive by car or with parents will be able to enter the school from 7:15 a.m. and must go directly to homeroom classrooms. Classes commence at 7:30 a.m. and students must be in their respective homeroom classroom when the attendance register is taken to ensure that they are on time and marked present in our online attendance registers.

The students entrance doors will be closed from 7:30 a.m. and students who arrive after this time will be considered as 'ate' and punctuality procedures will be enforced.

IMPORTANT - In the morning, parents can not enter the school via students' entrance points. If parents need to speak with staff or have a query they must seek support from the Reception Desk.

Departure

Students in Pre Kinder and Primary, who travel home on a school bus will be escorted to their respective buses 10 minutes before departure time. The parking lot will remain closed to private vehicles other than school buses until the last school bus has left the premises.

Pre Kinder and Primary parents who pick up their children will be invited to enter the school via the main entrance and collect their children from 2:05 p.m. - 2:15 p.m. directly from the designated pickup point. We appreciate parents' support by avoiding consultation with

teachers during this time as teachers are responsible for the safety and departure process of the remaining children in their class.

Once parents collect students from designated pickup points, they should exit the school building as classes and after school activities will still be taking place.

Only parents/ legal guardians and authorised individuals, where the school has received written consent from parents/legal guardians will be authorised to pick up children. The school reserves the right to ask for proof of identification and grant permission to enter the school during departure times.

At 2:15 p.m. Primary students will be escorted to the designated waiting area to wait for collection. The school agrees to supervise children that remain in the waiting area until 2:30 p.m.

Middle School and High School students will depart at 3:15 p.m. Students who travel by bus will be directed to the bus parking area and students who are collected by parents will wait in the designated pickup area for collection. All Middle School and High School students should be collected by 3:30 p.m.

Late Pick-Up Policy

In order to maintain the effective running of the school it is crucial that all parents/ legal guardians respect the start and end of the school day. The school provides flexibility by providing an additional 15 minutes of supervision, in case parents are slightly delayed. However if Primary students are not collected by 2:30 p.m. and Middle /High School students by 3:30 p.m., a late pick up fee of will be charged to your account.

Attendance Policy

1. Students must attend all their classes at the established times.

2. A note signed by the parent or legal guardian must justify absence, tardiness or withdrawal during class periods. This note must be sent in the Correspondence Notebook that is handed to each student at the beginning of the school year.
3. The Oxford School will only accept fifteen (15) justified absences in one school year.
4. Authorization for withdrawal of a student will not be granted by telephone.
5. The exemption from an activity or subject (i.e. Physical Education) must be justified with a doctor's certificate.
6. Students must attend 90% of classes in order to be entitled to a grade.
7. Teachers will maintain a record (online and written) of student absence for the school's internal controls and to comply with the Ministry of Education's regulations.

Punctuality Policy

Along with attending school on a daily basis, it is crucial that students arrive at school on time. Arriving late on a regular basis can have a negative impact on self confidence and self esteem. It is crucial that students attend school on time, where they have the time to transition and prepare for lessons.

We understand unforeseen situations occur but if this occurs on several occasions, the school will be adhering to the following steps:

1. Three tardiness ----- Step 1 (initial note sent home signed by Coordinator).
2. If the situation persists ----- Step 2 (meeting with parents face to face to sign commitment).
3. More than 50% absentee of the first period (or periods) of classes ----- no right to grades for that particular subject. Teacher proceeds with Step 3 with the commitment of recovering content later on; this will incur an additional cost.

Science Laboratory

The Science Laboratory has a range of chemicals and materials that need to be used with caution. Learning experiences in the laboratory are rich and meaningful however, it's important that the following guidelines are respected at all times:

- Never enter a laboratory without the teacher's permission.
- Do not run in the lab.
- Always wear goggles when told to.
- Tie back long hair and loose clothing.
- Do not touch gas, water or electrical fittings unless told to do so.
- Never eat or drink in the lab.
- Report any chemical spills or accidents to the teacher.
- Wash any chemicals off your hand and clothes immediately.

Cafeteria

The Oxford School offers an external food service for students to purchase on the school site. This service provides a range of healthy snacks and hot meals. Parents are responsible for administering their children's accounts, including pre-ordering food or ensuring that there are sufficient funds in the student's cafeteria card. There is no need for students to be carrying money in the school premises for this service. Student's are also allowed to bring food from home as well. This includes cold or hot snacks and meals. Microwaves are available for student's use from 2nd grade. Preschool to 1st grade students receive support from Teacher Assistants.

From Kinder to 12th grade class schedules allow two breaks:

- 15 min morning break (snack).
- 30 min lunch break.

The same level of respectful behaviour shown in the classroom is expected in the cafeteria. Students are expected to follow the following guidelines:

- Sit at assigned tables (Primary).

- Walk to and from the cafeteria table.
- Remain in the cafeteria during lunch.
- Only leave the cafeteria with teachers consent.
- Keep your area clean, no throwing of food or trash.
- If you need to use the bathroom, you must ask permission from your respective teacher.

Uniforms

Use of a school uniform reinforces our students recognition of themselves as an integral part of the school community, and assists in providing a sense of belonging. Equality is fostered through this Uniform code, common to all students. Thus, wearing the school uniform tidily and correctly is an obligation.

GIRLS			BOYS		
 Grey dress Pk3 to 5 th grade - Everyday (underneath the knee)	 White shirt Pk3 to 5 th grade - Everyday 6 th to 12 th grade - Monday	 Blue Cardigans - Fridays (optional for week days)	 Grey long pants Pk3 to 12 th grade - Everyday	 White long sleeve shirt Pk3 to 12 th grade - Monday	 Blue Cardigans - Fridays (optional for week days)
 Grey skirt 6 th to 12 th grade - Everyday (underneath the knee)	 White polo shirt Pk3 to 12 th grade Tuesday to Friday	 Blue Blazer 6 th to 12 th grade - Everyday	 Black belt Pk3 to 12 th grade - Everyday	 White polo shirt Pk3 to 12 th grade Tuesday to Friday	 Blue Blazer 6 th to 12 th grade - Everyday
 Ribbon Red: Pk3 - Everyday Blue: Kinder to 5 th - Everyday Grey: 6 th to 12 th - Monday	 White socks - Everyday (no visible designs allowed; above ankle)	 Black leather shoes - Everyday  Dark coloured sneakers or tennis shoes (avoid fluorescent colours) (PE) Pk to 9 th grade	 Grey Tie Pk3 to 12 th - Monday	 White socks - Everyday (no visible designs allowed; above ankle)	 Black leather shoes (everyday)  Dark coloured sneakers or tennis shoes (avoid fluorescent colours) (PE) Pk to 9 th grade
 Lab coat (Science) 6 th to 12 th grade	 White shirt (PE) Pk to 9 th grade	 Sweatpants - long (PE) Pk to 9 th grade	 Lab coat (Science) 6 th to 12 th grade	 White shirt (PE) Pk to 9 th grade	 Sweatpants - long (PE) Pk to 9 th grade

NOTE: Hair accessories should match the colours of the uniform (blue, white and/or grey).

House System Uniform

There is a House System uniform that students wear for special occasions and extra curricular activities. They must wear their House System T-Shirt with blue jeans and sneakers or tennis shoes. Parents will be notified in writing when this uniform should be worn to school.

Students' Hair

A student's hair must be kept clean and tidy at all times. Hair should not be touching the shirt collar and should be off the face or forehead. Ears should be visible at all times. Boys are to be clean shaven. The colour must be the student's own natural colour; no dye or highlights are allowed.

Accessories / Cosmetics

Students' earrings, one ring and a watch are permitted in school. Bracelets, necklaces and ankle bracelets are not permitted. Earring should be small, stud sizes that fit on the ear lobes. Accessories, jewelry, trimmings or inadequate clothing are not permitted.

Cosmetics, including coloured nail varnish, is not permitted to be worn with school uniform, including foundation, lip gloss, eye shadow, eye liner, mascara and fake eyelashes.

Hair ties, clips, ribbons and scrunchies must be black, blue, grey or white. Black traditional school shoes. No sneakers and no bowling shoes.

Student Identification

Students must wear their ID badge at all times while they are on the school premises. During physical exercise the badge may be removed for safekeeping. The ID badge will be worn visibly, suspended from a lanyard around the student's neck or clipped to the collar on the front of the student's body.

The ID badge and lanyard must remain free of stickers, pins or any graffiti.

Students may not wear another student's ID badge under any circumstances. Any student missing their ID will be required to report to the homeroom teacher. To receive a new ID badge, parents must report to the reception desk at the school to request a new one. There will be a fee incurred to replace an ID card.

Use of Electronic Devices

Mobile phones and electronic devices (tablets, smart watches) may be brought to school under the following requirements:

1. Mobile phones and electronic devices must be switched off during school hours and remain in students backpacks or lockers at all times.
2. Each student assumes full responsibility for the safekeeping of his/her electronic device. The school will not be held responsible for the loss or damage of any equipment.
3. Teachers may from time to time ask students to use their phones during class for specific activities. If this is the case, the teacher will define if the student may remove his/her mobile phone from their belongings for the duration of a specific activity to be defined by the teacher.
4. During breaks and movement from one class to another, mobile phones must remain switched off and in students' backpacks or lockers.
5. Use of video games or electronic devices for entertainment purposes is prohibited during school hours (including recess and lunch periods).
6. Unauthorized use of mobile phones (use during the school day without express permission, see paragraph 3 above), interruptions (if it rings, chimes or vibrates) and/or failure to comply with the rules and procedures stated in this policy will result in the following consequences:

FIRST OFFENCE: The student will receive a verbal warning. The teacher/inspector/school authority will confiscate the mobile phone and return it at the end of the school day. Parents will be notified.

SECOND OFFENCE: The mobile phone will be confiscated by the section coordinator and returned to the parent personally.

THIRD OFFENCE: The mobile phone will be confiscated by the section coordinator/head teacher, returned personally to the parent and the student will not be permitted to carry or use a mobile phone for the remainder of the school year.

7. In case a mobile phone is confiscated from a student, the teacher or school authority will be responsible for the safekeeping of the mobile phone until it is returned to the student, the parent or handed in to the administration.
8. Recording, filming, photographing or in any way digitally registering events in the classroom, in the general and communal areas of the school or people/teachers/authorities/students and parents from the school is strictly prohibited and will result in the following consequences:

FIRST OFFENCE: The mobile phone will be confiscated; the student will not be allowed to bring a mobile to school for the remainder of the school year and the student will be sanctioned for a serious offence.

SECOND OFFENCE: The student will be excluded permanently from the school.

9. Posting videos, recordings, photographs of students, parents or employees of the school on social media, insulting, bullying, discrediting, slandering or inappropriately representing students, teachers, employees, authorities or parents of the school on social media, websites, or other digital and communication platforms (e.g. WhatsApp, Facebook, Twitter, Instagram, Snapchat and others) is strictly prohibited and will result in the following consequences:

FIRST OFFENCE: The mobile phone will be confiscated; the student will not be allowed to bring a mobile to school and the student will be sanctioned for a serious offence.

SECOND OFFENCE: The student will be excluded permanently from the school.

Each event will be considered separately and, depending on its gravity, the school reserves the right to implement the sanction of permanent exclusion from the first offence.

10. Each parent is responsible for controlling and reviewing the content and use of their child's mobile phone. The school requires the collaboration of parents and legal guardians to investigate improper use of their child's mobile phones. Parents and legal guardians are required to report events which may negatively affect people in the school (including students, teachers, authorities, other employees or parents) or the image of the school.

School Medical Insurance (Valid for presential classes)

At THE OXFORD SCHOOL safety is an integral part of our daily school procedures and routines. However, unexpected or unwanted accidents may occur.

ACCIDENT: an external action, violent, sudden, random, unexpected and independent from the individual's will, which causes him/her physical harm that can be medically determined.

COVERED RISKS: our school medical insurance coverage contemplates the following:

- Medical expenses for accident.
- Compensation for inability.
- Other related coverages.

COVERAGE AREA: our students are covered with this medical insurance service for the entire time they remain under the care and supervision of our academic and administrative staff: school leaders, collaborators and instructors in general.

- **INSIDE THE SCHOOL AREA**
 - All areas of our school facilities, including: gimnasium, pool, recreational areas, cafeteria, science laboratory, parking lots, and so on, as well as the surroundings.
- **OUTSIDE THE SCHOOL AREA**
 - When students are transported from home to school and vice versa, by foot or regular transportation means such as private vehicles, school or public transportation.
 - During outdoor learning activities including guided park visits and field trips.

- During their participation in tournaments and academic competitive activities.
 - During school sport practices and/or in representation of the school.
 - During participation in parades, fairs, exhibitions, cultural ceremonies, theater plays and any other extracurricular activity led by the school.
- OUT OF THE COUNTRY EXCEPTIONS
 - When a student travels to a foreign country to participate in academic tournaments, special courses or university visits that are developed and led by the school and supervised by teaching staff, the student will be provided with Travel Medical Assistance coverage for medical expenses in case of accident and emergencies due to disease during the period of their stay.

PRIMARY HEALTH CARE: if an unexpected event causes physical injury to the student, our Infirmary Department provides the expertise and necessary preparation to offer the appropriate immediate assistance that the student requires. If necessary, this Department will coordinate expeditiously in conjunction with the school administration and the insurance company, the transportation of the student to a hospital or private medical centre.

EMERGENCY ROOM AND INTRAHOSPITAL CARE: our staff will communicate with the respective parents or legal guardians in order to inform that the student had an accident. If he/she requires to be taken to a Hospital's Emergency Room or a specialist's consulting room, transportation details (e.g. if a student will be transported by his/her parent or a member of the administration staff) will be decided in conjunction with the parents or legal guardians. In case of major injury the school insurance provides medical transportation of the student with an equipped ambulance and with qualified paramedics.

Our medical insurance coverage for accidents provides students the following services: emergency room, tests and diagnostic assessments, medical procedures, surgery and hospital confinement in the principal clinics and hospitals of the country, located nearer to each of our school branches, in which we can find:

EDISON PARK AND
PASEO DEL NORTE:

HOSPITAL PAITILLA, HOSPITAL NACIONAL, HOSPITAL SAN FERNANDO,
HOSPITAL BRISAS, URGENCIAS - CONSULTORIOS AMÉRICA.

AZUERO:

CENTRO MEDICO SAN JUAN BAUTISTA, CLINICA HOSPITAL DR.
V. VILLARREAL, MEDICOS ASOCIADOS DE LAS TABLAS.

CHIRIQUI:

HOSPITAL CHIRIQUI, CENTRO MEDICO MAE LEWIS, CLINICA
HOSPITAL CATTAN.

SANTIAGO:

CLINICA HOSPITAL JESUS NAZARENO.

EXTERNAL MEDICINE AND AMBULATORY CARE: our medical insurance coverage additionally offers follow up medical consultations by a defined list of medical providers, specialists in different disciplines, such as Orthopedics and Traumatology, General Surgery, Plastic and Reconstructive Surgery, Dentistry and Oral Traumatology, Maxillofacial, Gastroenterology, Otolaryngology, Ophthalmology, Neurology and Physiotherapy, among others.

MEDICINE AND DURABLE MEDICAL EQUIPMENT: medicine expenses or orthopedic supplies which are prescribed by the leading doctor will be refunded to the parent when presenting the following documentation:

- Claim form.
- Prescriptions.
- Payment receipt.
- Copy of parent's ID.

MEDICAL ATTENTION (PROVIDERS WHICH ARE NOT INCLUDED IN THIS INSURANCE): parents have the freedom to decide addressing the medical emergency with their regular Doctor, Pediatrician or from another discipline. Payment of medical fees will be refunded directly by the insurance company according to costs previously defined with the insurance company. This will apply when parents present the following documentation:

- Claim form (completed by parents and Doctor).
- Payment receipts.

EVENTS NOT COVERED:

- Diseases that do not come from a covered accidental event.
- Accidents that do not occur under the previously defined conditions and places.
- Self inflicted injuries, fights/quarrels, accidents that occur while the person is under the influence of substances, drugs or alcohol, suicide attempt, serious violation of laws, during the practice of skydiving, car racing or extreme sports, participating in criminal activity.

IMPORTANT: in case of school modality changes (face-to-face, virtual or blended), either in compliance of instructions regulated by Panama's authorities or due to specific agreements

established with the parents, medical insurance coverage implementations will be appropriately informed.

Infirmary Procedures

The Oxford School provides an internal service for students to address medical or health conditions.

- Students from Preschool and Grade 1st will visit the infirmary with the supervision of the teaching assistant. This will ensure students are supervised as they walk to the infirmary and the teaching assistant will also be aware of the students needs.
- Students visiting the Infirmary room should bring the form for request of nurse care, which is provided by the class teacher; carry their school ID and the Infirmary badge.
- Parents of students sent home during school hours due to a medical condition are contacted by the Nurse and provided with a form that registers the attention received and respective recommendations. Coordinators are notified that the student needs to be sent home and they facilitate in ensuring students receive their belongings. Parents must go to the reception desk to collect their child.
- Ambulance service is requested only by the school Nurse after a previous evaluation of the condition of the patient. If a student needs immediate transfer to the Hospital, the Infirmary staff contacts the parents to explain relevant information. Coordination supports in providing student's personal belongings. Administrative paperwork is completed by the school Nurse with support of the respective Coordinator, if necessary.

Birthday Policy

The Oxford School recognizes that birthdays are a special day for our students. We must also ensure that parties and celebrations do not disrupt the instructional day or interfere with the health and safety of all of our students.

Preschool

Only 2 (two) birthday parties per month will be allowed (day assigned: Fridays).

Parents are required to provide all necessary elements and food for the party; parents should contact their respective Homeroom Teacher two (2) weeks in advance in order to define logistics. Only parents and grandparents can participate. No birthday cards are required. Piñatas are not allowed due to safety issues.

No birthday parties will be celebrated during evaluation weeks.

Primary, Middle and High School

- Lunch celebrations: Parents are welcomed to send cupcakes and juice boxes to be shared with the class group during lunch time (avoid sending large cakes). Parents and visitors are prohibited from participating or distributing treats, goody bags, or gifts to other students.
- Birthday Bulletin Board: Pictures of students may be displayed on a class Birthday Bulletin Board during a student's birthday month. Pictures can be requested to Parents in advance.
- Pictures: teachers are not allowed to take pictures of students to be sent via social media (WhatsApp) or email accounts.

Reminder: Please do not distribute birthday party invitations in school unless all students from a class are invited.

Other Important Information

In addition to this, for the generally safety and wellbeing of students, it is crucial that all students adhere to the following:

- Students are not permitted to enter the Teacher's room, ICT room, Science Laboratory or Coordination and Administrative offices without permission.
- Students are restricted from remaining in common areas unless they are on lunch, recess, switching classes or have authorization from teachers or staff.
- Students' lockers, bags and personal belongings may be verified if required, without prior notice with the permission and knowledge of the Headteacher and Associate Headteacher.
- Students' uniforms, books, personal belongings, and equipment must be labelled appropriately. the school will not be held responsible for the loss of any personal item.
- Students are under the school's discipline policy as long as they are wearing the school's uniform, in school premises or participating in school activities.
- It is prohibited to sell or buy goods and/or services in the school facilities without authorization.

COMMUNICATION

Effective communication between the school and parents is crucial, TOS have devised a variety of ways to ensure that parents are well informed and have accessibility to school staff through formal channels:

Induction Day

At the beginning of each academic year, parents are expected to attend this event, which is held by the respective homeroom teacher for that academic year. During this presentation, parents are informed of all school activities. Additionally parents are expected to complete all necessary documentation for that year: Confirmation of contact details of parents/carers, emergency contacts, dietary requirements, medical needs, departure routines (bus/car) and any other information that the school must be aware of. Parents are responsible for ensuring that they keep the school informed of any changes that may take place; this must be completed in written format.

Open Nights

This event takes place once a year during Term 1. On this day, parents are invited into school to observe a teaching session to develop their awareness of the curriculum, the teaching strategies we implement and the learning experiences students are involved with on a daily basis.

Report Comments and Report Cards

Once a term we inform parents about their child's progress, attainment and next steps. In Middle School and High School mid-term report card comments are completed to give parents an indicator of how students are progressing.

Weekly Parent-Teacher Meetings

Teachers are available every Wednesday afternoon at the following times:

- Primary - 2:15 p.m. - 3:15 p.m.
- Middle and High School - 3:15 p.m. - 4:00 p.m. via appointments.

The Pre Kinder Coordinator will inform parents of weekly meeting times.

Correspondence Notebook

Communication notebooks will be given to all students. Students must bring this to school everyday and take it home every afternoon. All comments written in this notebook are signed by the respective recipient (teacher or parent) to acknowledge that the communication has been received. Medical exemption certificates for PE, or to justify tardiness or absence must be stuck in the correspondence book and signed by the respective Homeroom teacher and PE Teacher. Detention slips or incomplete assessment slips must be attached to this notebook for constant reference.

Study Guides

Study guides are posted on the school platform to inform parents about weekly learning and upcoming events. Parents and Students should refer to the study guide section on Friday evenings or the weekend to organise learning materials, homework tasks or revision materials.

Newsletters

Official communications published for the school community on our school website. It is crucial that parents check the school website on a regular basis. Communications may be related to academic or administrative aspects of school life.

School Email Accounts

All staff and students at The Oxford School acquire institutional email accounts. We advocate the use of these email accounts after school hours if you have queries, need guidance or need to share work. The school does not support the use of Whats app between parents and teachers or teachers and students.



THE OXFORD SCHOOL

Knowledge & Progress

BLUE BOOK

English Version
Parents & Students
Edison Park
Panama
2020