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Terms & Conditions

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Date: March 2026

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1. Terms & Conditions

The online version of the Terms and Conditions will always be the current version. The Appendix contains the definitions of key terminology used in this document.

2. Acceptance

New Students: The Application Form will only be considered valid if:

a. It is signed by both Parents / Guardians, unless otherwise agreed;
b. The Application Fee has been paid prior to receiving an invoice for such fee, in order to expedite the process.
c. The documents requested on the Application Form are included or date of future receipt agreed with the Admissions Department.

Returning Students: Use our online Re-Enrolment Form and accept the Terms and Conditions, to validate the Re-Enrolment Form. On receipt of the Signed Re-Enrolment Form, a place is offered for your child.

3. School Fees (Appendix II)

a. By signing the Application Form/Re-Enrolment Form, you are (re)enrolling a student for a particular school year and You agree to pay the applicable Tuition Fees. The Tuition Fee is specified in the Application or Re-Enrolment Form and on the School's website. The full Tuition Fee is payable within 30 days of the invoice date. Termly payment instalments may be arranged with the Business Manager, which will result in an annual administrative fee of €200. If paying in instalments, all fees must be paid by 1 April of the current school year. The Tuition Fee covers all curricular activities that are a compulsory element in the student's learning programme. Interest and other charges may be levied in the event of late payment. The School reviews the Tuition Fees on an annual basis and reserves the right to modify the Tuition Fees accordingly. The modification of the Tuition Fees shall be published on the School's website and You will be notified in writing.

b. Additional services offered by the School are not included in the Tuition Fees. They are subject to Additional Fees and invoiced separately. They include, but are not limited to, the bus service, co- curricular field trips, private music lessons, extra and/or co-curricular activities programme, lunch service, speech therapy, occupational therapy and tutoring.

c. Each person who has signed the Application / Re-Enrolment Form is liable for the whole of the Application Fees and other Fees due. The persons who have signed the Application Form / Re-Enrolment Form remain liable to the School for all amounts due unless the School has agreed in writing to look exclusively to any other person or organisation for payment of the Fees or any part of them. Nevertheless, You remain jointly liable for the full payment of all invoices of the School.

d. All late payments are subject to interest on the unpaid sum at the interest rate laid down in Article 5 of the Law of 2 August 2002 on combating late payment in commercial transactions. Late payment interest on the unpaid sum begins to accrue on the 14th day following the day on which the first reminder is sent and continues to accrue monthly until the date the payment, including the unpaid sum, interest and other charges and costs (if any) incurred by the School following this late payment (such as but not limited to administrative costs and legal fees), is paid in full. The application of late payment interest provided for in this article shall be in addition to any other remedies available to the School under the Agreement or otherwise. In the case of a late payment exceeding thirty days from the date of sending You the first reminder to remit the amounts due, the School is empowered, at its sole discretion to:

- Terminate the Agreement with immediate effect and to claim damages;
- Suspend a student from classes, withhold a student's graduation, prevent a student from sitting examinations, hold back any school records such as but not limited to a student's report cards, transcripts and any other information or documents that the School may possess. The above actions shall not reduce the debt in any way;
- Charge an administrative cost of €15 for every additional reminder sent; and/or
- Inform any other educational establishment, to which You propose to send the student, of the outstanding debt towards the School.

Additionally, in the case of late payments, the following fixed indemnity will be due:

- 20 EUR if the unpaid sum is less than or equal to 150 EUR;
- 30 EUR + 10% of the amount due on the tranche between 150,01 and 500 EUR if the unpaid sum is between 150,01 and 500 EUR;
- 65 EUR + 5% of the amount due on the tranche above 500 EUR up to a maximum of 2,000 EUR if the unpaid sum is above 500 EUR.

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The interest rate and fixed indemnity mentioned above are also applicable in case of late payment of any amount due by the School in execution of this Agreement.

e. Fees will not be reduced as a result of absence due to illness or otherwise (including but not limited to absence following an expulsion or suspension). If your child takes study leave at home before or during public examinations or stays at home following those examinations, there is equally no reduction of fees.

f. The Enrolment Fee covers the costs of the Admissions Department processing the initial application.

g. New Students
If the School is not notified in writing of the cancellation of the enrolment of a new Student at least by 1st June preceding the start of the new school year (or 3 months prior to the Student's scheduled start date), the Parents/Guardian shall be liable to pay the School a fixed contractual indemnity equal to ten percent (10%) of the annual Tuition Fees.

This indemnity represents a genuine pre-estimate of the administrative costs, planning commitments, and loss of the reserved place incurred by the School as a result of the late cancellation.

Under the same conditions, the same indemnity shall be due by the School should the School cancel the enrolment of the Student for reasons not attributable to the Student or his/her Parents/Guardian.

h. Current Students
(i) Withdrawal Prior to the Start of a New School Year
Once the Re-Enrolment Form has been signed by the Parents/Guardian, the place for the following academic year is considered confirmed and reserved.
If the Parents/Guardian wish to withdraw the Student for the following academic year, written notice must be received by the School no later than 1st June preceding the start of the new school year.
If notification is received on or after 1 June and before the beginning of the new school year, the Parents/Guardian shall be liable to pay a contractual indemnity equal to ten percent (10%) of the annual Tuition Fees, representing a reasonable estimate of the financial and operational loss incurred by the School due to the late withdrawal.
Under the same conditions, the same indemnity shall apply if the School cancels the enrolment for reasons not attributable to the Student or his/her Parents/Guardian.

(ii) Withdrawal During the School Year
The School must be notified in writing of the withdrawal of a Student as soon as reasonably possible and in any event at least three (3) months prior to the intended departure date.
Where notice of withdrawal is given during an academic term, the Parents/Guardian acknowledge that the Student's place, staffing allocation, and educational resources have already been committed for that period.
Accordingly, in the event that notice is given during an ongoing term, the Parents/Guardian shall remain liable for payment of:
- all Tuition Fees due for the current term, and
- all Tuition Fees due for the immediately following term

irrespective of the actual date on which the Student ceases attending the School and whether or not the Student continues to attend the School during that period.
Where the required notice is not provided, the School reserves the right to charge Tuition Fees in lieu of notice equivalent to one full term, in addition to any Fees already due for the current term.
The Parents/Guardian expressly acknowledge and agree that this payment obligation constitutes a reasonable contractual indemnity (liquidated damages) reflecting the financial and operational impact on the School of a mid-term withdrawal, including but not limited to staffing commitments, reserved class capacity, and budgetary planning.
These amounts shall therefore remain fully payable and shall not be subject to reimbursement, reduction, or offset.
Except where expressly provided otherwise in this Agreement, no reimbursement of Tuition Fees shall be due in the event of withdrawal during the academic year.

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i. Notification
Any notification pursuant to Articles **3(g)** or **3(h)** must be addressed to the Executive Head of School.
Notification sent by email to **headofschool@stjohns.be** shall be considered valid written notice.

j. Non-Refundable Fees
Without prejudice to Article **3(h)** above, the Parents/Guardian acknowledge and agree that all Fees, including but not limited to Tuition Fees, registration fees, and other charges (such as ECA's), are non-refundable except where explicitly stated otherwise in this Agreement.
The School shall use reasonable eRorts to provide alternative teaching arrangements, including remote learning, if the School is temporarily unable to provide on-campus instruction due to circumstances beyond its control.

4. School Rules

a. It is a condition that your child complies with the most current School Rules. In particular, You undertake to ensure that your child attends School punctually and that your child conforms to such rules of appearance, dress and behavior as issued by the School.

b. The School reserves the right to search all property on the School premises in accordance with Belgian law. This policy is adopted with the aim of safeguarding the health and safety of students.

c. The School reserves the right, subject to applicable data protection legislation, to monitor your child's e-communication and internet use for the purpose of ensuring compliance with the School Rules. The BYOD Responsible Use Policy is issued at the start of the schoolyear directly to Parents/Guardians.

5. Disciplinary Procedures

a. The review of serious disciplinary matters is governed by the school's behavior policy and the Complaints Policy (See Appendices IV and V).

b. The School Rules set out examples of offences likely to be punishable by suspension or expulsion.
These examples are not exhaustive, and indeed the Head of School may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. All aspects of the student's record at the School may be taken into account.

c. The Head of School may, at his or her discretion, suspend a student for serious misconduct or repeated breaches of the School Rules. In cases of serious or persistent misconduct, the Head of School may expel a student where it is considered that the student's attendance, progress, or behavior – including behavior outside of school – is detrimental to the best interests of the School, the student, or other students.

d. The Head of School may at his/her discretion exclude You from the campus or require You to remove or may suspend or, in serious or persistent cases, expel your child if the behaviour of either of the parents/guardians is, in the opinion of the Head of School, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well- being of School staff or to bring the School into disrepute.

e. Should the Head of School exercise this right, You will not be entitled to any refund or remission of Fees or supplemental charges due (whether paid or payable).

f. The School will act in a way that is reasonable in all circumstances when taking decisions.

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6. The School's Obligation

a. While your child remains a student at the School, the School undertakes to act in loco parentis in respect of his or her education and welfare. This obligation will apply during School hours and at other times when your child is participating in activities organised by the School.

b. In accordance with the law, the School will not subject your child to corporal punishment. We will not subject your child to physical contact except where such contact may be deemed appropriate in order to avert an immediate danger of personal injury, an immediate danger to property or another person. Unless you notify us to the contrary, you consent to your child participating, under proper supervision, in contact sports and in other normal sports and activities which may entail some risk of physical injury.

c. If your child requires urgent medical attention while under the School's care, the School will attempt to obtain your prior consent. However, should the School be unable to contact You, the School is authorized to make the decision on your behalf should consent be required for urgent treatment (including anaesthetic or operation) recommended by a doctor.

d. The School publications describe the broad principles on which the School is presently run and is correct at the time of printing. However, from time to time it may be necessary to make changes to any aspects of the School, including the curriculum, and the School reserves the right to do so.

e. We shall monitor your child's progress at the School and produce regular written reports. The School shall advise You if We have any concern about your child's progress, but the School does not undertake to diagnose special educational needs, for example, dyslexia or other specific conditions. A formal assessment can be arranged either by You or by the School at your expense. You may be asked to withdraw your child without being charged fees, if in the opinion of the Head of School, the School cannot provide adequately for your child's special educational needs.

7. The Parents' or Guardians' Obligations

a. It is a condition of your child's joining the School that You complete and submit to the School a medical questionnaire in respect of your child. You undertake to inform the School of any health or medical condition, disability or allergy that your child has or subsequently develops, whether long-term or short-term, including any infections. If the School so requires, due to a health risk either presented by your child to others or presented to your child by others or by reason of a virus, pandemic, epidemic or other health risk, You may be asked to keep your child at home and not permit him/her to return to the School until such time as the health risk has been averted.

b. You undertake to inform the School of any situations where special arrangements may be needed in relation to your child.

c. The School is entitled to treat any instruction, authority, request or prohibition received from any person who has signed the Application / Re-Enrolment Form as having been given on behalf of both or all such persons.

d. The School expects full attendance during the school year. (See the School's Attendance Policy Appendix VI) The Principals' prior consent should be sought for absence from the School. After two days' medical absence, a doctor's note is required.

e. We cannot accept any responsibility for the welfare of your child while off the School premises and before or after the end of the School day unless he/she is taking part in a School activity or otherwise under the direct supervision of a member of the School staff.

f. If You have cause for concern as to a matter of safety, care, discipline or progress of your child You must inform the School without delay.

g. In the case of students receiving any type of Additional Learning Support, the School has the right to terminate the enrolment without any recourse to the courts and without any compensation in the following instances:
   - The Parents/Guardians fail to disclose information relevant to learning and emotional issues that affect the learning abilities of the student;
   - The Parents/Guardians fail to collaborate in following up the recommendations of the School (i.e. assessments/counselling, additional therapies);
   - The School considers it is no longer able to meet the student's needs.

In each of the aforementioned cases the decision to terminate the enrolment is taken by the Head of School after having received advice from the School Principals and therapists / specialists where appropriate, as well as the Parents/Guardians. The School will inform the Parents/Guardians in writing providing a notice of not less than 3 months.

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h. In order to fulfil our obligations, the School needs your cooperation, in particular by: fulfilling your own obligations under the Terms and Conditions. These include but are not limited to:
   - Encouraging your child in his or her studies;
   - Giving appropriate support at home;
   - Keeping the School informed of matters which affect your child's, physical and mental well-being.
   - Maintaining a courteous and constructive relationship with School staff; (see i. below)
   - Attending meetings and maintaining contact with the School concerning your child's interests.

i. The School expects Parents / Guardians to behave in a reasonable way towards its staff and to abide by the Inspired Parent Code of Conduct (Appendix III). The following are examples of behaviour that are considered serious and unacceptable that will not be tolerated by the School. This list aims to provide illustration of such behaviour and is therefore not exhaustive:
   - Actual or threatened physical assault on staff;
   - Psychological abuse of staff;
   - Verbal abuse, which includes shouting, swearing and gestures;
   - Written abuse against a staff member or the School through emails or social media; Threats against employees;
   - Physical intimidation of staff, e.g. standing very close; Racist or sexist comments;
   - Breaking the School's security procedures.

8. Insurance

The School's insurance policy only covers the students' general liability to third parties (students / other persons) when they are under the School's supervision and personal accidents of the students who participate in any school-activities (including summer camps and summer school).

9. Confidentiality and References

a. At your request, the School will provide information and a reference for your child to an educational institution which You choose for your child. Any reference supplied by us shall be confidential. We will take care to ensure that all information that is supplied relating to your child is accurate and any opinion given on his/her ability, aptitude for certain courses and character is fair and grounded. However, the school will not be liable under any circumstance for the decisions of other schools as a result of reasonably given opinions or correct statements of fact contained in any reference or report provided by us.

b. You consent to our providing references that may contain information relating to the reason for your child's leaving the School in the case of expulsion. Any reference supplied by us shall be confidential.

10. Changes in Ownership

For the purposes of constitutional changes to the School or amalgamation, We reserve the right to transfer the undertaking of the School to any other natural or legal person, and to assign the benefit of this contract in connection with any such transfer, and/or to amalgamate the School with any other educational institution. Where appropriate the School will inform all Parents/Guardians in relation to such changes.

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11. Termination

a. The School shall be entitled to terminate this agreement forthwith by giving notice in writing without prejudice to its other remedies and without recourse to the Court, and without any obligation to return any deposit or fees paid to you if you are in material breach of any of your obligations and have not (in the case of a breach which is capable of remedy) remedied the same within 14 days of a notice from the School requiring it to be remedied (including for the avoidance of doubt persistent non-payment or material default under these Terms and Conditions).

b. Either party may terminate this agreement forthwith by notice in writing without prejudice to its other remedies if the other (in your case) is unable to pay its debts or is declared bankrupt or (in the Schools case) becomes insolvent or goes into liquidation or receivership or administrative receivership or is wound-up for any reason.

c. For the avoidance of doubt, this agreement shall terminate at the end of your child's schooling at St. John's either upon the student's departure or at the end of a school year.

d. Termination of this Agreement, however arising, shall not prejudice or affect the accrued rights or claims and liabilities of the parties to this Agreement.

12. Force Majeure

a. In this agreement "force majeure" shall mean any cause beyond a party's control (this includes strikes, other industrial disputes, "act of God", war, riot, civil commotion, compliance with any law or governmental order, rule, regulation or local authority direction, accident, fire, flood, storm, natural disaster, pandemic or epidemic of any disease, terrorist attack, chemical or biological contamination).

b. In the event of a "force majeure" arising which prevents or delays the School's performance of any of its obligations under this agreement, the School shall forthwith give You notice specifying the nature and extent of the circumstances giving rise to the "force majeure". Provided that the School has acted reasonably and prudently to prevent and minimize the effect of the "force majeure", the School will have no liability in respect of the performance of its obligations. During such circumstances, the School shall use its best endeavours to provide alternative teaching, including remote learning.

c. If the School is prevented from performance of its obligations for a continuous period greater than four months, the School shall notify You of the steps it shall take to ensure performance of the agreement.

13. Communications

All notices required to be given under these Terms and Conditions must be given in writing including e-mail. You undertake to notify the School of any change of address of any person who has signed the Applications Form / Re-Enrolment Form. Communications (including notices) will be sent by the School to the address shown in its records. Notices that You are required to give under these Terms and Conditions must be addressed to the appropriate member of staff as indicated in this document and copied to the Admissions Office via the School's email address. **admissions@stjohns.be**

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14. School Property Lent

a. From time to time the school may lend equipment for a student's exclusive use whilst a student is at St. John's, or for a shorter period where specified. Such equipment may include but not be limited to Netbooks, Computers, School Lockers, Sports Equipment, Calculators and will remain the property of the School. Such equipment can be used in and outside of school.

b. The equipment is your full responsibility at all times in regard to loss, theft or damage and you will be liable and invoiced for the costs of repairs and / or replacement.

15. Data Protection and Use of Images

St. John's International School ASBL, as Data Controller, informs you that the personal data collected from the student and his/her family, will be processed in accordance with the provisions of the Regulation (EU) 2016/679, on the protection of natural persons with regard to the processing of personal data (GDPR) and Act 2018/40581 of 30 of July 2018 on protection of natural persons with regard to the processing of personal data.

Purpose and lawfulness: The school will process data for educational, administrative, and operational purposes based on the contractual relationship that is generated between the Parents / Guardians and the School when enrolling the student. Also, the School may process images and / or video recording of educational activities to promote and advertise its activities, both in the educational community and the general public, but for this, the consent of the Parents / Guardian or the student over 13 years will be requested.

Communication of data: The School will not transfer data to third parties except when it is necessary for the provision of a specific service that requires it - for example, in the case of organizing trips or excursions - or by legal obligation.

International transfers: Data may be transferred, with your consent, to Inspired Education Group, whose head office is in the UK for marketing purposes, for use in social media and other media. Data may also be transferred to the UK in accordance with the provisions of Article 45 of the GDPR, with the guarantee of a level of data protection under an adequacy decision taken by the EU Commission.

Use of applications: the main platforms used for educational management are iSAMS, Managebac and Seesaw, whose access is restricted through username and password.

Special category data: Health data may be collected when providing us with student information regarding allergies, food intolerances, prescribed medical treatments and/or psycho-pedagogical evaluations, which will require the consent of the student over the age of 13 or that of his/her Parents / Guardians, except in case of urgent need in which the vital interest of the minor will operate.

Retention of data: Personal data will be retained for the time necessary for the fulfilment of the educational purposes and for the duration of the student's stay at the school. The School is also obliged to retain data in order to comply with legal obligations and in accordance with the data retention periods required by Belgian sectoral regulations. When they are no longer necessary for the purposes for which they were collected, they will be duly deleted with appropriate security measures.

Rights: You can exercise your rights of access, rectification, opposition, erasure, data portability and restriction of processing, by sending a communication to our Data Protection Officer, to the following address: **privacy@stjohns.be**. You also have the right to file a complaint with the supervisory authority if You consider that the processing does not comply with the regulations in force (**www.dataprotectionauthority.be**).

16. Severability

If any provision of this Agreement is found by any court, tribunal or administrative body of competent jurisdiction to be wholly or partly illegal, invalid, void or unenforceable, it shall to the extent of such illegally, invalidity of unenforceability, be deemed severable and the remaining part of the provision and the rest of the provisions of this Agreement shall continue in full force and effect. The parties agree to replace any invalid provision with a valid provision, which most closely approximates the intent and economic effect of the invalid provision.

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17. Jurisdiction and Governing Law

The contract between You and the School is governed by Belgian Law. You agree with us to submit to the exclusive jurisdiction of the Nivelles courts.

18. Variations

We reserve the right to change or add to these Terms and Conditions from time to time for legal, safety or other substantive reasons or in order to assist the proper delivery of education at the School. The School will send You notice of any such modifications prior to the end of the penultimate quarter before the modifications are to take effect.

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Appendix I

Definitions

Additional Fees: Fees that may be charged for goods and services other than the Tuition Fees and the Application Fees.

Additional Learning Support: Extra services such as but not restricted to, speech therapy, occupational therapy, tutoring, psychological assessment.

Reenrolment Fees: Fees required when Parents/Guardians have submitted an Application Form. Application Form / Re-Enrolment Form: Form provided by the School for parents/guardians to complete when applying or re-enrolling for a place for their child at the School.

Complaints Procedure: Procedure for handling complaints from parents or guardians, as amended from time to time for legal or other substantive reasons or in order to assist the proper administration of the School.

Contract: These Terms and Conditions form the terms of a contract between You and St. John's International School ASBL and constitute the entire agreement between the parties.

Data Protection Officer: Is a role which ensures that the School processes the personal data of its students, parents, staff, customers, providers or any other individuals (also referred to as data subjects) in compliance with the applicable data protection rules.

Head of School: The person responsible for the overall operations of the School, including anyone to whom such duties have been duly delegated.

Fees: refers to both Tuition Fees and Additional Fees.

Our: St. John's International School ASBL or its duly authorized representative.

Parents/Guardians: Each person who has signed the Application Form or Re-Enrolment Form, or a person who with the Schools written consent replaces the signatory to the requisite Forms.

Personal data: Any information about the individuals that make them identifiable.

Principal: The person responsible for the day-to-day operations of a School Section.

School: St. John's International School ASBL or its duly authorized representative.

School Day: Any part or whole of a day when the School is in session.

School Rules: Rules of the School as provided in the Parent/School Handbook for each School Section. The online version will always be the current version and You will be notified of any substantive new changes.

School Section: Primary School, Middle / High School.

Term: The school year comprises three terms Autumn (Aug-Dec), Spring (Jan-Mar) and Summer (April-June).

Tuition Fees: Fees charged for educational instruction by the School.

We: St. John's International School ASBL or its duly authorized representative.

You: Each person who has signed the Application Form / Re-Enrolment Form, or a person who with the School's written consent replaces the signatory to the requisite Forms.

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Appendix II

School Fees 2026-2027		
Enrolment Fee		
New Students only		€ 1.700
Tuition Fees (applicable from August 2026)		
School	**Grade**	**Amount**
Early Years	Early Years 1 - Day Care	€ 14.750
	Early Years 2 - Timbertops	€ 14.750
	Early Years 3 - Pre-K1	€ 20.300
	Early Years 4 - Pre-K2	€ 20.300
	Early Years 5 - Kindergarten	€ 28.900
Primary School	Grade 1	€ 37.800
	Grade 2	€ 38.550
	Grade 3	€ 38.550
	Grade 4	€ 38.550
	Grade 5	€ 38.550
Middle School	Grade 6	€ 41.500
	Grade 7	€ 43.900
	Grade 8	€ 43.900
High School	Grade 9	€ 44.700
	Grade 10	€ 46.500
	Grade 11	€ 46.500
	Grade 12	€ 46.500

Private payers have the option of paying in instalments. Contact the Business Office for more information.

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Boarding	
Weekly Boarding (Sunday night to Thursday night)	€ 16.770
Full Boarding (Sunday night to Saturday night)	€ 18.980

Includes breakfast, lunch and dinner.

Bus Fares	
Round Trip	€ 3.740
One way	€ 2.780

A sibling discount of 10% is available for the second and each subsequent child using the bus service.

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School Fees 2026-2027 Late Enrolment	
Enrolment Fee	
New Students only	€ 1.700

Tuition Fees (applicable from August 2026)

School	Grade	Amount 01/12/2026 - 12/02/2027	Amount 13/02/2027 - 31/03/2027	Amount April 2027	Amount May 2027	Amount June 2027
Early Years	Early Years 1 - Day Care	€ 11.060	€ 8.850	€ 6.640	€ 4.425	€ 2.210
	Early Years 2 - Timbertops	€ 11.060	€ 8.850	€ 6.640	€ 4.425	€ 2.210
	Early Years 3 - Pre-K1	€ 15.225	€ 12.180	€ 9.135	€ 6.090	€ 3.045
	Early Years 4 - Pre-K2	€ 15.225	€ 12.180	€ 9.135	€ 6.090	€ 3.045
	Early Years 5 - Kindergarten	€ 21.675	€ 17.340	€ 13.005	€ 8.670	€ 4.335
Primary School	Grade 1	€ 28.350	€ 22.680	€ 17.010	€ 11.340	€ 5.670
	Grade 2	€ 28.910	€ 23.130	€ 17.350	€ 11.565	€ 5.780
	Grade 3	€ 28.910	€ 23.130	€ 17.350	€ 11.565	€ 5.780
	Grade 4	€ 28.910	€ 23.130	€ 17.350	€ 11.565	€ 5.780
	Grade 5	€ 28.910	€ 23.130	€ 17.350	€ 11.565	€ 5.780
Middle School	Grade 6	€ 31.125	€ 24.900	€ 18.675	€ 12.450	€ 6.225
	Grade 7	€ 33.000	€ 26.400	€ 19.800	€ 13.200	€ 6.600
	Grade 8	€ 33.000	€ 26.400	€ 19.800	€ 13.200	€ 6.600
High School	Grade 9	€ 33.525	€ 26.820	€ 20.115	€ 13.410	€ 6.705
	Grade 10	€ 34.875	€ 27.900	€ 20.925	€ 13.950	€ 6.975
	Grade 11	€ 34.875	€ 27.900	€ 20.925	€ 13.950	€ 6.975
	Grade 12	€ 34.875	€ 27.900	€ 20.925	€ 13.950	€ 6.975

Private payers have the option of paying in instalments. Contact the Business Office for more information.

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Bus Fares					
Bus Option	**Amount 01/12/2026 - 12/02/2027**	**Amount 13/02/2027 - 31/03/2027**	**Amount April 2027**	**Amount May 2027**	**Amount June 2027**
Round Trip	€ 2.800	€ 2.250	€ 1.690	€ 1.120	€ 560
One way	€ 2.090	€ 1.670	€ 1.250	€ 830	€ 420

A sibling discount of 10% is available for the second and each subsequent child using the bus service.

Boarding					
Annual		**December - February**		**March - June**	
Weekly	**Full**	**Weekly**	**Full**	**Weekly**	**Full**
€ 16.770	€ 18.980	€ 10.900	€ 12.340	€ 6.710	€ 7.600

Daily Fee	
Daily Boarding (includes breakfast, lunch and dinner)	€ 150

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Appendix III

Inspired Education Group Parent Code of Conduct

1. Commitment to working with parents.
We are proud at Inspired schools to have excellent relationships, based on shared beliefs and common goals, between students, staff and parents – this partnership is key to the success of our schools and ensuring students can continue to flourish in a positive and supportive environment.

We encourage and welcome parents' full participation in the life of our schools, as part of a mutually supportive community that embodies the ethos and values of the school, in the best interests of the students; we are committed to listening to parental feedback to support our schools in being the very best they can be - this code of conduct clarifies our expectations of this relationship.

The school's philosophy and values should be considered as being shared by all members of the community, including parents, and hence parents are expected to uphold these values in all of their interactions with the school and its community.

Every member of our community deserves to be treated with respect, dignity, and tolerance; they are also cornerstones of the Inspired philosophy. We demand it of all our students and expect all adults, including parents, to abide by these standards and set a good example in their own speech and behaviour.

2. Communicating with school.
We understand that there will be occasions when parents and guardians wish to raise concerns or complaints – we ask parents to share these with school leadership through the appropriate channels and/or following the school's complaints policy, so these can be quickly resolved for the best interests of our students.

We expect behaviour and communications between parents and school to be always respectful and mindful of the modelling of best behaviours we expect of our students, whether at school events, in person, on the telephone or online.

In the event of disagreements between school staff and parents, these should not be worked through in sight of the parent's children or, indeed, any other students in the school. We believe that when home and school can present a shared opinion or decision to children/students, this is ultimately beneficial as part of the student's learning and development process.

We expect parents to follow and uphold all procedures outlined in the school's published policies.

3. Behaviour and communication that is unacceptable.
We will always do all we can to facilitate communication with parents that is consistent with the above principles in resolving the concern or the complaint, but we will not tolerate communication or behaviour we consider disrespectful, abusive or threatening.

Behaviours that we consider to be unacceptable include, but are not limited to:
- Communication or behaviour that is disrespectful, offensive, aggressive, abusive, defamatory, threatening, harassing, bullying or otherwise considered unacceptable, whether this is at school events, in person, on the telephone, by email or on social media.
- Behaviour or communications that breach school policies, safety or procedures.
- Disruptive behaviour including offensive language or displays of anger which interferes or threatens to interfere with the normal, daily operation of the school.
- Inappropriate posting of libelous, defamatory, malicious or threatening messages on emails and on traditional and social media about the school or individuals connected with it, including creating or joining private groups or chats that victimize or harass an individual connected with the school or the school in general, or potentially damage the school's reputation.

4. Consequences of breaching parent code of conduct.
Where behaviours are displayed by parents that breach the parent code of conduct, the school will attempt to facilitate more effective lines of communication, investigate, and seek to resolve these issues.

Where that is not possible, the school reserves the right to take any actions to ensure that members of the school community are not subject to abuse. Actions the school can take are, but not limited to include:

- Request for a meeting to resolve the issue.
- Issue a warning regarding the behaviour and how that breaches this code.
- Withdraw the right to be on school premises or at school events.
- Give notice to parents to that the enrolment contract with their child/ren has been rescinded and an alternative school will need to be found.

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Appendix IV

Behaviour Policy

Objectives/Purpose: To clearly identify the standards for behaviour at St. John's International School, as well as responsibilities for managing behaviour.

Scope: This policy relates to behavioural expectations from Pre-Kindergarten through to Grade 12. Promoting behaviour conducive to learning and social interactions is central to our students' wellbeing.

Review history in tabular form:

Review History		
Date	**Working Group**	**Approved by SLT**
June 2024	ER, KF, MG, KM, AM, JB	Yes
March 2026	KFO	–

St. John's guiding statements:
- **Mission** To prepare students to be happy and successful global citizens
- **Vision** To be the best holistic international school community in Belgium

Values
- **Respect** A community based on courtesy, collaboration and celebration of successes and differences
- **Integrity** The courage to be true to ourselves, to each other and to our world
- **Companionship** The kindness to befriend and strength to accompany

Policy Statement
St. John's encourages and supports students to be aware of and follow our standards of behaviour, as defined by our Student Code of Conduct and Community Behaviours. Promoting the physical, emotional and social wellbeing of all students is our aim; our community is committed to our values, and we believe that positive behaviours flourish in a culture of clear expectations, support and positive reinforcement.

We value and celebrate diversity in our community. We strive to make St. John's a community of inclusivity that promotes safety, respect and belonging for our students, staff and parents. Being a diverse community is a strength and we aim to develop the whole child as they are equipped to connect with others in the modern world. Our experience shows that belonging and respect for the school is strengthened when students feel a sense of participation and agency. We work to provide spaces for students to share their ideas and thoughts by encouraging them to share constructive suggestions in group settings such as assemblies or Advisory time. We also encourage open one to one conversation with teachers to share their views as well. Students can also participate through Student Council which meets regularly. The ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them in assemblies and during advisory time, as well as via the Student Council.

The Head of School and SLT have overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from leadership, while disciplinary matters outside the classroom are dealt with by the leadership. In the boarding house, behaviour is overseen by the Head of Boarding. Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Head of School.

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1.0. St. John's Student Code of Conduct

1.1. St. John's intends to provide an environment which nurtures individuality and encourages freedom of expression, personal growth, and self-confidence. The Code's primary objective is to outline the positive behaviours that we expect all students to exhibit to support a safe and inclusive environment for both learning and for social interaction.

1.2. The Code is a partnership between the school and its students. This Code is applicable whilst students are on school premises (including boarding), at school functions, travelling to and from school, on trips or on any occasion where they are identifiable as students of the school and/or representing the school.
The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. By accepting a place and/or renewing enrolment at the school, students and their parents confirm that they have accepted and are bound by this Code, school rules, policies and practices, and that they respect and wholeheartedly support the core values and ethos of St. John's.

1.3. The Student Code of Conduct can be summarised as follows:

- We expect students to behave in a manner which is conducive to a positive environment for both learning and for social interaction.
- Rules and behaviour agreements are based on respect for all others and their property, and on ensuring that the school maintains a reputation of integrity and excellence in the community.
- Everyone has a right to be safe in an environment which enables learning and to be treated with respect. Harassment, intimidation, and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender identity or sexual orientation, age, religion, disability or learning needs.
- We expect students to be ready to learn and to participate in school activities. Students should attend school and all lessons punctually.
- We expect students to show respect for the rights of others, including each other's possessions and the school's property.
- We expect students to behave with academic integrity.
- We expect students to treat all members of the school community with respect and courtesy and to respond positively to the opportunities and challenges of school life.
- We abide by St. John's school community values:

St. John's Community Values:

Integrity: The courage to do the right thing when no one is looking.

- Honesty is our guiding principle in all things academic and interpersonal.
- We understand the importance of making ethical choices and standing up for what is right.
- We use technology and educational tools responsibly.

Respect: A community based on courtesy, collaboration, and celebration of successes and differences.

- We are a community focused on kindness in all our interactions with others.
- We are thoughtful in how we present ourselves to the world.
- We are resilient in our choices that help support our growth as global citizens.

Companionship: Kindness to support and the strength to accompany.

- We are aware of our responsibility to contribute to the wellbeing of the overall community.
- We act with a sense of fairness and justice.
- We are open-minded, understanding, and empathetic towards others.

1.4. It is the responsibility of parents and guardians to be active partners with the school in supporting the Code. Parents who enrol their child at the school undertake to uphold the school's policies and regulations. They will support the school's expectations in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, academic integrity, extra-curricular activities, homework, and private study. Each year upon reenrolment parents, who are important partners, agree to the terms and conditions, one of which is a continual agreement to the Student Code of Conduct and Inspired Parent Code of Conduct.

1.5. St. John's values the physical, emotional and social wellbeing of all our students and has a multi-disciplinary team in place to meet the needs of all our students. These include Form Advisors; meeting with the Grade Level Leader or School Leadership; support offered by the Nurse or School Counsellor; and school-referred counselling services.

1.6. In the event of any serious inappropriate behaviours, the school will liaise closely with parents and, if relevant, other statutory and support agencies.

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2.0. Attendance

2.1. Students must attend all scheduled classes unless exempted from attendance (for illness or other authorised reason). To account for the safety of our students we require timely information. In the case of an unplanned authorised absence (e.g. sickness), the family should notify **attendance@stjohns.be** by email or Reception by phone by 08:30 on the day of absence.
An explanation for absence must be given which is satisfactory to the school. An extended absence that is unaccounted for or attendance which falls below the expected minimum standard may lead to a student not being promoted to the next grade level or being removed from the roll of the school. Absence from school falls into two categories: authorised and unauthorised.

- **Authorised absence:** Sickness, serious family matters, inclement weather, religious observance, medical appointments, school trips, sports trips, university visits, visa processing, commune visits, medical absences or absences approved by the school.

- **Unauthorised absence:** Students who are absent from school for reasons other than the excused reasons listed above. As class attendance is essential for effective learning, all absences should be kept to a minimum.

2.2. Please note that it is the school's policy not to allow holiday to be taken during term unless in exceptional circumstances and with the agreement of the Head.

2.3. If a student is to be taken out of school for any reason during the school day, a parent or guardian must notify the Reception of the exact time the student will leave, who will be collecting the student, and if and when they will return to school. Students should always be collected from the Pedestrian Gate on the Middle School Courtyard.

3.0. Rewarding Positive Behaviours

3.1. Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing inappropriate behaviour when the other steps have been unsuccessful.

3.2. The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

St. John's Behaviours for Learning are:

- We come to school ready to engage, with a positive attitude
- We reflect on our learning and set goals
- We listen actively and respond appropriately
- We come to class prepared
- We strive to embody the International Baccalaureate Learner Profile traits

3.3. All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible. There is much to celebrate about our students, and we aim to recognise their achievements in many ways. Aside from larger, formal prizes given at the end of the school year, we also highlight our students' good work in assemblies, parent-teacher conferences, newsletters and even notes home, such as for strong attendance. We also give Principals' Commendations and Head's Commendations. Meritorious student behaviours include but are not limited to:

- Making exceptional progress on a piece of work
- Success in an external competition
- Persevering through a period of difficulty to achieve mastery
- Acting as an ambassador for the school
- Fulfilling an academic or behavioural contract
- Leading learning for other students in lessons
- Extraordinary acts of kindness
- Effective discharge of leadership responsibilities, such as through running a club
- Taking responsibility for one's own learning beyond the classroom

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4.0. Addressing inappropriate behaviours

4.1. We recognise that as students grow in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them reflect upon and learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates a non-exhaustive list of behaviours that may take place which show disregard for learning and social interaction, along with suggested sanctions that align with the inappropriateness of the behaviour. These are adjusted whenever necessary such that they give full consideration to students who are on the SEN register or who have disabilities, safeguarding concerns or wellbeing issues. When there is a decision to suspend or exclude a student, these sanctions must be applied in line the school's protocols.

Schools must ensure that all inappropriate behaviours are recorded in the iSAMS wellbeing manager and tracked using the same categories (low/medium/high/very high/zero tolerance) as defined in the table below (low, medium, high, very high, zero tolerance).

Any behaviours that are of a "high" level of disregard or above will remain on the student's permanent record, whilst behaviours that are of a "low" or "medium" level of disregard may be reviewed at the end of the academic year and can be removed from the student's record should the student's behaviours have otherwise been positive.

Any behaviours that are of a "very high" or "zero tolerance" level of disregard must be sanctioned in line with the sanctions detailed in the table.

4.2. Table of disregard for learning and social interaction

Level	Definition	Examples	Sanctions	Staff usually involved
1 Low	Actions that are disruptive to the climate for learning and social interactions	Late to school/class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform Lack of equipment or charge Not using language of learning Being in off-limits part of campus	Reminders Cool down period Talking through solutions Lunchtime detention Immediate verbal warning	Subject Teacher, Class Teacher, Advisor
2 Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	**Persistent low-level disregard; repeated Level 1 behaviour** Or: Inappropriate use of IT Inappropriate comments Unintentional damage of property Marginal academic dishonesty Truancy Academic dishonesty Swearing / offensive language Use of mobile (confiscation)	Parents contacted Lunch/break time reflection After-school detention Grade Level Leader and Principal notified Note on iSAMS	Above, plus Grade Level Leader, Principals

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3 High	Actions that are damaging to self and or others and that undermine the climate for learning and social interactions	**Persistent levels of disregard; repeated Level 2 behaviour** Or: Highly inappropriate use of IT Fighting Intentional damage of property Serious academic dishonesty Selling of legal items (i.e. energy drink) Smoking Vaping Possession of alcohol Acting as an accomplice/alias to bullying, racism, harassment, excluding people from group chats Distribution of images without consent Creation and sharing of unkind/modified image of another student (image dependent) Aggressive behaviour to peers or staff	Detention Possible restorative session Possible behavioural contract Parent contact; possible meeting 1-3-day internal suspension Possible withdrawal from trips Parents asked to collect from trip	Above, plus Head of School and Deputy Head of School
4 Very high	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	**Persistent lower levels of disregard** Or: Use of alcohol on school grounds Violent behaviour Malicious use of IT Serious challenge of authority Verbal or physical abuse Bullying, racism Theft Testing positive for drugs Accessing and distributing illegal items (pornography, tabaco/vapes, alcohol) Possession of a dangerous weapon (e.g. pocketknife) Distribution of nude images without consent Legal consensual sexual behaviour	Parent meeting 3–5-day external suspension Non-renewal of place for nextyear Parents asked to collect fromtrip Restorative session Behavioural contract	Above
5 Zero tolerance	Single actions that seriously undermine learning and social interactions	**Persistent lower levels of disregard** Or: Extreme violent behaviour Possession and/or use of illegal drugs at school Extreme bullying, racism or abuse Selling illegal items Non-consensual/illegal sexual behaviour Extortion	Immediate expulsion Inform Inspired Head of Safeguarding (and local police where illegal activity)	Above, plus School Board

4.3. Removing students from lessons: Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly, to remove the student from a difficult situation, or to reinforce a particular expectation in the behaviour. Removal from the lesson must only be for a brief time and not for multiple lessons.

Outside of the classroom, the students, should be explained the reasons for them being excluded from the class. A brief record of the lesson exclusion should be kept, and the advisor should be notified.

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4.4. Restorative Justice: Students who make mistakes need to be able to restore their wrong doings. Restorative Justice can take several forms:
- Parents should be informed of all misdemeanours, so they are aware of their children's behaviour, and they can hold their children account at home.
- Students should be encouraged to talk about why they have taken part in a negative behaviour and consider what the impact was.
- Students should take part in a restorative conversation, apologising to students, or staff members who they have upset.
- Students can take part in service learning to show further accountability for their errors. Schools should offer a time and place for this to happen.

Note – restorative justice should not be used a sanction. The sanction sits separately.

5.0. Special educational needs and disabilities

The school will do all that is reasonable to ensure that the school's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. In collaboration and agreement with parents, we will work with all students to ensure they can manage their behaviour. For some children, additional support may be required to help them with this. For example, we may refer to working with a play therapist/child counsellor, speaking to their class teacher at regular intervals, or working with a Learning Support Assistant.

6.0. Specific considerations for Primary School (Y1/2-6) Section

6.1. Rough and tumble play and fantasy aggression

Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.

We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

6.2. Hurtful behaviour

We take hurtful behaviour very seriously. On occasion most children under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

6.3. We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

6.4. We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop pro-social behaviour, such as resolving conflict over who has the toy.

6.5. We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

6.6. We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

6.7. In the event of serious misbehaviour or serious breaches of discipline the matter can be referred to the Head/Head of Section.

6.8. Exclusions (both temporary and permanent) is applied for serious breaches of school rules and expectations. Only the Head in conjunction with the Board may exclude a student.

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7.0. Specific considerations for Early Years School Section

7.1. The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

7.2. A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

7.3. We celebrate positive and appropriate behaviour to build self-awareness and selfesteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.

7.4. In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

7.5. Responding to Positive Behaviour
- Give verbal praise to child and with parent
- Use consistent reassuring Body language-a smile, nod, pat on the back
- Child is given responsibilities and jobs to do
- Care and value are given to child's paintings, drawings, construction and general responses.

7.6. Rewarding Positive Behaviour
- Perseverance, effort, achievement, concentration
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

7.7. Responding to Challenging Behaviour
- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Withdrawal from activity or area where inappropriate behaviour occurred
- Record any physical interventions, where used, on a body map
- Child is given a specific activity to complete until released by adult
- Adult's facial expression, tone of voice, body language
- Reminding of the expectations
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

7.8. Every effort is made to gain the full support and co-operation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

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7.9. Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration, communication, connection, and attention seeking as well as frustration and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for other's feelings. For safety and health concerns, biting must be taken seriously, and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's paediatrician.

08. Roles and Responsibilities

The Head of School is responsible for implementing the school's Behaviour Policy and is to inform the Regional CEO of any challenge regarding with its implementation.

- Updates to the school's Behaviour Policy must be approved by the Regional CEO

09. Policies to Reference

Inspired Polices:

- Inspired Anti/Counter-bullying policy
- SJIS Attendance policy
- Inspired IT acceptable Usage policy – students
- Inspired IT acceptable Usage policy – staff
- Inspired Online safety and Social Media policy
- Inspired Central Education Policy
- Inspired Academic Integrity Policy
- Drugs and Drug Testing Policy
- Physical Restraint Policy

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Appendix V

Attendance Policy

Purpose: Maintaining consistent and punctual attendance is essential for ensuring student safety, wellbeing, and academic success. Regular attendance enables staff to fulfil safeguarding responsibilities by monitoring student welfare and identifying concerns early. Absences or persistent lateness can compromise wellbeing by creating feelings of disconnection, anxiety, or academic pressure. Moreover, irregular attendance disrupts the learning environment, affecting both the individual student's progress and the continuity of teaching for the whole class. For these reasons, the school expects all students to attend daily, arrive on time, and engage fully in learning, with any absence communicated promptly by parents.

Scope: This policy applies to all students aged 5 and above, parents and guardians and works in conjunction with the Inspired Global Attendance Policy.

Review history in tabular form:

Review History		
Date	**Working Group**	**Approved by SLT**
30.1.26	JBA, SSA, ACL, ERA	–
March 2026	KFO	–

St. John's guiding statements:
- **Mission** To prepare students to be happy and successful global citizens
- **Vision** To be the best holistic international school community in Belgium

Values
- **Respect** A community based on courtesy, collaboration and celebration of successes and differences
- **Integrity** The courage to be true to ourselves, to each other and to our world
- **Companionship** The kindness to befriend and strength to accompany

Attendance
A minimum of 90% attendance is expected across the academic year to meet graduation requirements. Students whose attendance falls below 90% will have difficulty keeping up with our programmes, and their place in the school will be reviewed by the Division Principal and/or Head of School. The school day extends from 08:00 to 15:45. Absence from school falls into two categories: authorised and unauthorised.

- **Authorised absence:** Sickness, serious family matters, inclement weather, religious observance, medical appointments, school trips, sports trips, university visits, visa processing, commune visits, medical absences or absences approved by the school.

- **Unauthorised absence:** Students who are absent from school for reasons other than the excused reasons listed above. As class attendance is essential for effective learning, all absences should be kept to a minimum. Persistent absence could lead to class failure and/or removal from a school team or activity.

If a child is not in attendance at school and there is no communication from the parents either before or after the absence the school will automatically contact the parents for an explanation. If there is no satisfactory explanation the absence will be recorded as unauthorised. In the case of unauthorised absence, it is the school's policy to liaise closely with the parents.

All unauthorised absences are investigated by the school.

It is the responsibility of the student and parent to catch up on any work which they have missed whilst on holiday. Middle and High School students are expected to fill out an Assignment Sheet ahead of their absence(s).

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Infectious diseases must be reported to the school, and the school will inform other parents of the risk of infection when deemed necessary. In the case of a student suffering from an infectious disease, e.g. mumps, measles, chickenpox, German measles, the school requires that the student be excluded from school for the appropriate amount of time from the onset of the symptoms and that the student be fully recovered before his/her return.

Consistent attendance for all enrichment activities including sports, arts, theatre and CAS clubs is important. Students should make every effort to plan appointments and other commitments outside of scheduled lesson and activity times and respect the commitment required to be part of the exciting array of enrichment activities at St John's. If a student must miss a scheduled practice or game, then the respective activity coordinator should be notified via email at least 24 hours in advance.

Absence of Notification
To account for the safety of our students, we require timely information. In the case of an unplanned authorised absence (e.g. sickness), the family should notify attendance@stjohns.be by email or Reception by phone by 08:30 on the day of absence.

a. Any student whose parents have not informed the school of their child's absence either by email or telephone by 08:30 will be deemed to have an unauthorised absence.
b. If a student is out sick for consecutive days, the office should be notified each morning.
c. If a student misses more than two days due to illness, a doctor's certificate is required at Reception upon the student's return to school.
d. Students that are absent from school for medical reasons may not participate or attend any co-curricular activities that same day.
e. Students who must have prolonged absences should communicate with their Grade Level Leader so that assignments across subjects can be coordinated.

For other absences, the family should notify **attendance@stjohns.be** 24 hours in advance (minimum). Family holidays are not a suitable excuse for absence.

For any school-sponsored event (e.g. subject-related field trips or sport trips), students should collect work from teachers ahead of time on a designated sheet they can get from their advisor or the Division Principal. The work must be completed in a timely manner; Supervised Study will be assigned if the work is not completed within the designated amount of time. All class absences, regardless of type, are recorded. Families are urged to schedule college visits, if needed, during school holidays. Similarly, families are encouraged to schedule medical appointments outside of school hours as much as possible.

If a student is to be taken out of school for any reason during the school day, including early dismissal, a 24-hour notice is required. A parent or guardian must notify the Reception of the exact time the student will leave, who will be collecting the student, and if and when they will return to school that day. No student under the age of 18 may leave the school grounds during the school day without being accompanied by an authorized adult. Students should always be collected from the Pedestrian Gate on the School Courtyard.

Lateness
Students arriving after 08:30 must sign in at Reception. Students who are late to class will be marked tardy (unauthorised) unless a parent or guardian has provided a viable reason. It is not acceptable to be late for lessons.

Persistent lateness is lateness of 20% or more. Parents/guardians will be contacted if punctuality falls below 80% and will be asked to attend an attendance review meeting with the Division Principal and/or Head of School.

Middle and High School students are expected to arrive to class on time and attend for the entirety of the period. A student will be marked tardy if they arrive after the start of the class without an authorized note from a staff member. An accumulation of 5 or more tardies in a half-term period (6 weeks) will result in a parent email and a detention.

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Appendix VI

Complaints Policy

Objectives: The aims of this policy are to outline the procedure, process and resolution to complaints made. The policy includes three stages of complaints and illustrate next steps.

Scope: This policy and procedure applies to all complaints by parents but also members of the public made against the school except in respect of child protection allegations. In such circumstances, please refer to the child protection policy.
Review history in tabular form:

Review History		
Date	**Working Group**	**Approved by SLT**
2018	Elaine Purves	Yes
Oct 2021	Elaine Purves	Yes
May 2022	David Brooke	✓
June 2024	Kevin Foyle	✓
March 2026	Kevin Foyle	–

St. John's guiding statements:
- **Mission** To prepare students to be happy and successful global citizens
- **Vision** To be the best holistic international school community in Belgium

Values
- **Respect** A community based on courtesy, collaboration and celebration of successes and differences
- **Integrity** The courage to be true to ourselves, to each other and to our world
- **Companionship** The kindness to befriend and strength to accompany

St John's International School promotes high standards, excellence and equality within a fair working and learning environment. The school operates in an open and transparent manner, and students are encouraged to engage with the teachers for immediate resolution of minor issues. While pupils may raise complaints or concerns in the school, the complaints policy and procedures describe the process and resolutions that parents should take. It is expected that students, parents and teachers all communicate closely together, and that any serious incident involving a student of St John's will also involve parental communication. This policy is available on request to pupils and parents from the School Reception.

What Constitutes a Complaint?
A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific part of the school or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong or failed to do something that it should have done or acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Parents and pupils are assured that a parent and/or pupil will not be penalised for a complaint that is raised in good faith.

St John's expects that most concerns can be resolved at the informal stages and will use their best endeavours to resolve any complaints that are made informally, or any concerns that are raised on that basis.

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If informal procedures fail to resolve the issue, the concern will be moved to the formal stage of complaints. The formal complaints stage must be put in writing to the relevant member of SLT.

Every complaint will receive fair and proper consideration and will be responded to in a timely manner.

The school will be clear about the difference between a complaint and a concern. Concerns will be dealt with at the earliest stages to avoid escalation to complaints.

Stages of Procedure
Stage 1 - Informal Resolution

- It is the hope that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, at Primary School they should first refer to their child's class or homeroom teacher. At Middle and High School level, the first point of contact will usually be the Advisor. This level of procedure is expected, although the Grade Level Leader or Subject Leader may also be involved depending upon the nature of the complaint.
- The Class teacher/Advisor/Homeroom teacher will make a written record of all concerns and complaints and the date on which they were received.
- The school will use reasonable endeavours to resolve any informal complaints within ten working days of them being raised, except where they are raised in School holidays or within two working days of their commencement.
- Should the matter not be resolved or in the event that the Class teacher/Advisor/Homeroom Teacher and parents fail to reach a satisfactory resolution, then parents will be advised to move on to Stage 2 of this procedure.

Stage Two – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then parents should put their complaint in writing to the relevant principal or member of SLT.
- The principal/member of SLT will agree responsibility for those undertaking investigations of the complaint with members of the SLT unless he/she deems appropriate for him/her to deal with the matter personally.
- Following procedure, the principal/member of SLT will decide the appropriate course of action.
- In most cases, the principal will meet with the parents concerned to discuss the matter. If possible, a resolution will be reached at this stage.
- The principal/member of SLT will use reasonable endeavours to speak or meet with parents within ten working days of the formal complaint being received, except where the complaint is received in school holidays or within two working days of their commencement.
- It may be necessary for an appropriate SLT member to carry out further investigations.
- The principal/member of SLT will keep a written record of all meetings and interviews held in relation to the complaint.
- Once the principal/member of SLT is satisfied and all of the relevant facts have been established, a decision will be made. Parents will be informed of the decision in writing which will be communicated to the parents no later than ten days after speaking or meeting with the parents to discuss the matter.
- SJIS will keep a written record of all formal complaints, including records of meetings and interviews held in relation to the complaint, and the school's decision.

Stage Three – Appeal

- If parents seek to invoke Stage Three following failure of resolution at Stage Two, they may, in writing addressed to the Head of School, request that their complaint be further considered.
- The request for further assessment will be known as an 'appeal'.
- Parents must lodge their appeal in writing and within ten working days of the date of the principal's/member of SLT's decision made in accordance with the Stage Two procedure. Parents must provide a list of their complaint(s) made against the school and which they believe to have been resolved unsatisfactorily by the Stage Two procedure, along with the remedies they sought in respect of each.
- The head of school is only obliged to consider the complaint(s) lodged in this 'initial submission' although they may use their discretion to consider other relevant and related matters that may subsequently arise.
- Where the school receives an appeal, the school will, within five working days refer the matter to the Board. Where the school receives the appeal during school holidays, or within two days of their commencement, the school has five working days upon commencement of the school term to refer the matter to the Board.
- Once an appeal has been received by the head of school, he/she will acknowledge the appeal in writing within five working days and inform the parents of the steps involved in this Appeal Procedure.
- The head of school will then endeavour to convene an appeal meeting as soon as possible to consider the matter, usually no later than twenty school days after the receipt by the school of the parents' written notice that they wish to invoke Stage Three Procedure.
- The appeal meeting will include the Head, the parents and a member of the Board.
- The appeal meeting panel should be reasonably informal so that all parties can present their case effectively. If possible, the appeal meeting will resolve the parents' complaint immediately without the need for further investigation. Where further investigation is required, the attendees will agree how it should be carried out.

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- After due consideration of all the facts they consider relevant, the Head of School and Board will reach a decision and may make recommendations. The decision reached is final. Any decision reached that may have financial implications for the school will need appropriate approval from Inspired, although any such approval must be compatible with the decision made.
- The Appeal Meeting findings will be reported to the Inspired Board.

Confidentiality
All correspondence, statements and records relating to individual complaints will be kept confidential and stored in a secure place.

Anonymity
Anonymous complaints cannot be pursued.

Leavers
If parents wish to complain about something affecting their son or daughter after they have left the School, this must take the form of a letter to the Head of School within three months of leaving.

Breach of Policy:
Any breach of the Complaints Policy should be reported to the Head of School.