Pinnacle Elite Educational Complex

Parent & Pupil Handbook

Creche to JHS 3 | Parent edition of the Staff & Parent Policy Handbook, version 1.2 | Effective 6 November 2026

About this handbook

This is the parent and pupil edition of the school's Staff & Parent Policy Handbook. It sets out how we care for, teach and keep your child safe, and what we ask of parents and pupils: Student Behaviour & Wellbeing (Policy 1), Safeguarding & Child Protection (Policy 2), School Start & Closing Protocols (Policy 3) and Parent Communication & Partnership (Policy 4), with the forms to sign at the end. Policy numbers are the same as in the full Handbook, where the staff policies (Policies 5 to 8) are kept. Where a law gives more than a policy does, the law applies.

Our vision, mission and values

Vision: To be a leading educational powerhouse in the Western Region and beyond, raising confident, disciplined and well-rounded children who excel in learning and in life.

Mission: To provide a safe, caring and inclusive environment, grounded in godly values, where dedicated teachers, engaged parents and innovative, inquiry-based teaching help every child discover and develop their full potential, and empower them to lead, serve and thrive globally.

Values: Excellence: we expect the best from every child and every teacher, and we celebrate effort and progress. Integrity: we are honest, keep our word and do what is right, even when no one is watching. Inclusivity: we treat every person with respect, kindness and dignity, and no one is left out. Innovation: we teach through enquiry, creativity and modern methods. Godliness: we keep a Christian ethos of prayer, worship, discipline and care for one another. Leadership: we model and develop responsibility, service and good order, in staff and pupils alike.

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Terms used in this handbook

Term	Meaning
Director	The head of the school's management
Management	The Director and the Deputy Director/Administrator
Head of School	The person in charge of daily academic and pupil matters
Administration	The school office, led by the Administrator
Supervisor	A staff member's direct line manager
Designated Safeguarding Lead (DSL)	The Head of School, who receives and manages safeguarding concerns
Early Years	Creche, Nursery and KG
Lower Primary	Primary 1 to 3
Upper Primary	Primary 4 to 6
Junior High School (JHS)	JHS 1 to 3
Working day	A day the school is open for staff
School day	A day the school is open for pupils

Policy 1: Student Behaviour & Wellbeing

1. Purpose

Every child should feel safe, known and able to learn. This policy explains how we teach good behaviour, put mistakes right and help children grow in character, so that they become well-rounded pupils who lead, serve and thrive. Here, discipline means teaching, not punishing.

2. Our values in pupil behaviour

Value	In simple words	What we see
Excellence	We try our best	Tries hard, finishes work, keeps going when it is difficult, takes pride in work and appearance

Value	In simple words	What we see
Integrity	We tell the truth and own our actions	Admits mistakes, does not cheat or blame others, returns what is not theirs
Innovation	We think, ask and try	Asks questions, tries new ideas, treats mistakes as part of learning, solves problems with others
Inclusivity	Everyone belongs	Includes others in play and work, accepts differences, no bullying, teasing or exclusion
Godliness	We show good character	Respect, kindness, honesty, gratitude and self-control, including respect during prayer and devotion
Leadership	We lead and serve	Takes responsibility, helps others, serves in class and school roles, sets a good example

3. Age-appropriate expectations

The same values apply to every child, but our expectations and responses match the child's age.

	Early Years	Lower Primary	Upper Primary and JHS
What we expect	Learning to share, wait, use words and follow simple routines	Learning the rules, taking turns, telling the truth, putting things right	Taking growing responsibility for choices and helping others do well
How behaviour is viewed	As learning, not as offences	As learning, with simple accountability	As choices with consequences and a chance to repair
What adults do	Model, redirect, praise, offer calm-down time with an adult	Remind, talk it through, simple reflection	Reflect together, agree a plan, give leadership responsibilities

4. Everyday expectations

All pupils are expected to respect teachers, staff and other pupils; follow instructions promptly; use polite words (please, thank you, sorry); keep the school clean and look after its property; join in lessons actively; be honest; and keep hands and feet to themselves.

Daily non-negotiable: respect everyone, follow instructions, keep self-control, speak politely.

5. Learning by asking and doing

Our classrooms are active. Pupils discuss, build, ask questions and work at learning corners, so purposeful talk and activity are expected and encouraged.

- **Learning talk** supports the task: partner talk, group work, practical work and discussion. It is never an offence.
- **Off-task behaviour** stops a pupil or others from learning: chatting during teacher instruction or individual work, shouting across the room, disturbing others.

- For each activity the teacher sets and teaches the voice level (silent, partner voices, group voices). Pupils are corrected for going past the set level, not for talking.
- When classwork is not finished, the teacher first asks whether the child understood the task, is tired, unwell or hungry, or needs more support. Only then is it a conduct matter.

6. Behaviour levels and responses

Level	Examples	Response
1: Everyday	Off-task talk, unfinished work, unsettled noise, untidiness, forgetting items	Calm reminder, redirect, quiet private word, a short repairing task such as tidying up. Recorded only if it happens 3 or more times in a week
2: Moderate	Repeated disobedience or refusal after reminders, rude or disrespectful language, unkind teasing, careless damage to property	Private conversation to understand what happened; note in the Behaviour Record Book; loss of a privilege linked to the behaviour (Primary only); a way to put it right (apology, repair); parent informed the same day
3: Serious	Fighting or aggression that hurts, bullying, stealing, repeated lying after support, deliberate destruction of property, unsafe behaviour such as leaving the premises	Safety first; immediate referral to Administration; investigation in which the child is heard; meeting with parents within 2 school days; support plan (Early Years and Lower Primary) or behaviour contract (Upper Primary); suspension only as set out in section 9

Early Years. Biting, hitting, grabbing and saying things that are not true are normal at this age. Teachers respond by teaching, supervising closely, informing parents and working with them. Levels 2 and 3 are not applied as sanctions in Early Years. Concerns are handled through a supportive plan agreed with parents.

Consistency rule. The same behaviour, at the same age and in the same situation, gets the same response. There is no favouritism and no selective enforcement.

7. How we correct, and what is never allowed

Teachers use calm correction, guidance and counselling, positive reinforcement and redirection. After an incident the teacher helps the child think through three questions: What happened? Who was affected? How can we put it right?

Never allowed:

- Caning or any physical punishment
- Public humiliation, shaming, or labels such as “bad child”
- Emotional abuse, or shouting at a child in anger
- Withholding food, water, toilet use or break as punishment
- Leaving a young child alone and unsupervised as punishment
- Punishing a whole class for one child's behaviour

Staff who do any of these are dealt with under Policy 5.

8. Pupils with additional needs

Behaviour can signal an unmet need, such as a learning difficulty, a speech or language need, a hearing or vision problem, a developmental need, a health issue or an emotional difficulty. When a teacher is concerned, they tell the Head of School and involve the parents. The school then agrees a support plan with clear routines, adapted expectations and reasonable adjustments, and seeks outside professional advice where needed. No pupil is sanctioned for behaviour that comes from a need that has not yet been looked into.

9. Suspension and appeal

- Suspension is a last resort for Primary and JHS pupils, used only after support has been tried or when safety demands it. Early Years children are not suspended.
- The Head of School or Director decides. Parents are given the reason in writing and offered a meeting.
- A first suspension lasts no more than 3 school days. Work is sent home.
- A return meeting with the parents and pupil agrees the plan going forward.
- Parents may be heard and may appeal in writing to the Director within 5 working days.
- Any step beyond suspension is a decision for Management after a full review.

10. Anti-bullying

Zero tolerance means every report is taken seriously and acted on, every time. It does not mean every child is punished the same way.

Definition. Bullying is behaviour (physical, verbal, social such as deliberate exclusion, or online) that is meant to hurt, frighten or exclude another pupil, and is usually repeated. A single serious act, such as physical harm or threats, is treated as Level 3 even if it is the first. Unkind teasing is Level 2, and becomes bullying if it continues after reminders.

Steps:

1. Stop it and make sure everyone is safe.
2. Listen privately to the child affected, and reassure them.
3. Record the facts.
4. Investigate fairly within 2 school days, hearing everyone involved.
5. Inform the parents of both children.
6. For the child who bullied: a consequence plus learning about the harm caused. For the child affected: support and regular check-ins.
7. Follow up after 1 week and after 4 weeks.

In Early Years, unkind behaviour is taught about, not punished. Pupils are encouraged to tell a trusted adult, and telling is never “telling tales”.

11. Recognition, leadership and service

Recognition

- **Pinnacle Gentleman/Lady of the Week.** Criteria include effort, kindness, honesty, teamwork and service as well as neatness and conduct, so that different children are celebrated for different strengths.
- Class rewards, verbal praise, the Hall of Fame awards, weekly recognition and class behaviour charts.
- Each term, every child's parents hear at least one piece of good news about their child.

Leadership and service

- Rotating class roles (monitor, line leader, helper, library or lunch helper) so that every child serves during the term.
- Buddies for new and younger pupils.
- In Primary 4 to JHS 3, team or prefect roles chosen for character and service, not only academic ranking.
- One class or school service project each term, such as a clean-up or a help-others drive.

12. Behaviour records

- Each teacher keeps a Behaviour Record Book noting Level 2 and 3 incidents, repeated Level 1 patterns and positives. Records state what happened and what was done, not labels about the child.
- Administration reviews patterns each month and steps in early.
- Records are confidential, stored securely and shared only with those who need them and with the child's parents, in line with Ghana's Data Protection Act, 2012 (Act 843).

13. Roles

Teachers model the behaviour they expect and teach routines clearly; address small issues early, calmly and privately; respond with a plan and not in anger (pause, lower the voice, speak about the behaviour and not the child's worth); apply the consistency rule; record what is needed; and keep parents informed.

Administration supports teachers, decides Level 3 cases and checks that every class applies this policy in the same way.

Parents support the school's approach, reinforce good behaviour at home, respond promptly when contacted, and share information that helps the school understand their child. In return the school tells parents promptly, listens to their view, treats their child with respect and explains its decisions. Concerns are raised under Policy 4.

Pupils follow the Pinnacle Promise (Appendix B).

14. Faith and respect

The school has a Christian ethos, with daily devotion and weekly worship. Pupils of every background are welcome. All pupils are expected to behave respectfully during devotion and worship, and no child is shamed for their beliefs. Families with questions or concerns speak to the Head of School.

Policy 2: Safeguarding & Child Protection

1. Purpose and scope

Every child has the right to be safe, protected and cared for. This policy sets out how we prevent harm, how we respond to any concern, and who does what.

It applies to everyone who works with or around children at the school: teaching and non-teaching staff, cleaners, bus staff, national service personnel, interns, volunteers, contractors and visitors. A child is anyone under 18, and at our school means every pupil from Early Years to JHS 3.

2. Legal and guiding framework

This policy is guided by the Children's Act, 1998 (Act 560), the Criminal Offences (Amendment) Act, 1998 (Act 554), the Domestic Violence Act, 2007 (Act 732), Article 28 of the 1992 Constitution, the UN Convention on the Rights of the Child, and Ghana Education Service (GES) guidance.

3. Principles

- **The child's welfare comes first.** Every decision is made in the child's best interest.
- **Safeguarding is everyone's responsibility.** Anyone who has a concern acts on it.
- **If in doubt, report.** Nobody has to be certain, and it is never wrong to ask.
- **Every child is equally protected,** whatever their age, ability, gender, background or belief.
- **Children are heard and believed.** We take what they say seriously.
- **Confidentiality has limits.** Safety comes before secrecy, and no adult may promise a child to keep a secret.
- **Adults model safe, caring behaviour,** as set out in Policy 5.

4. Designated Safeguarding Lead

- **Designated Safeguarding Lead (DSL):** the Head of School
- **Deputy DSL:** [name and role]

The DSL receives and records concerns, gives advice, refers cases to outside agencies, keeps the safeguarding records, arranges staff training and reviews this policy each year. The names and phone numbers of the DSL and Deputy are displayed in the staff room, at the school office and at the entrance.

If the concern is about the DSL, report it to the Deputy DSL or the Director. **If it is about the Director,** report it directly to the Department of Social Welfare or DOVVSU (section 9).

5. Types of harm

Harm to children can be:

- **Physical,** including injuries with no clear explanation
- **Emotional,** such as constant humiliation, threats or rejection
- **Sexual,** including abuse, exploitation, or behaviour or knowledge that is not appropriate for the child's age
- **Neglect,** for example a child who is regularly hungry, unwashed, unwell or left unsupervised
- **Exploitation,** including child labour and trafficking

- **Harm by other children,** including bullying and physical or sexual behaviour between pupils that is not appropriate for their age
- **Exposure to violence** at home or in the community

Possible signs include sudden changes in behaviour, withdrawal or fearfulness, reluctance to go home, regression in young children, injuries or hunger that are not explained, and behaviour that is not age-appropriate. A sign is a reason to look and ask, not proof.

6. If a child tells you something or you are worried

Do:

1. Stay calm and listen. Let the child speak at their own pace.
2. Reassure them: “You did the right thing telling me.”
3. Tell them honestly that you must share this with someone whose job is to keep them safe.
4. Write down, as soon as possible, the date, time, place, what you saw or heard and the child's own words.
5. Tell the DSL **the same day**, and **immediately** if the child is in danger.

Do not:

- Promise to keep it secret
- Ask leading questions, push for details or investigate yourself
- Confront the person the child has named
- Discuss it with anyone other than the DSL

Immediate danger. Make the child safe, tell the DSL or Administration at once, and call the emergency number or the police. In a medical emergency, give first aid and get medical help first.

7. What the DSL does

- Takes every concern seriously, writes it down and decides what to do without delay
- Where there is reasonable concern that a child is being harmed or is at risk, refers it to the Department of Social Welfare and/or DOVVSU. The school does not wait for proof, or for the parents' agreement, where waiting could put the child at risk
- Tells parents what has happened, unless that would put the child at risk
- Records every decision and the reason for it
- Arranges support for the child and keeps a quiet watch on how the child is doing
- Keeps the person who raised the concern informed, as far as confidentiality allows

The law requires anyone with information about child abuse to report it to the Department of Social Welfare, so the school never keeps a serious concern inside the school.

8. Concerns about staff, volunteers or visitors

- Any allegation or concern about an adult goes to the DSL or the Director at once. Nobody investigates alone or confronts the adult.

- The school does not investigate a possible crime against a child internally. It refers the matter to the Department of Social Welfare and/or DOVVSU, and follows current GES requirements as well.
- The adult may be suspended on full pay, or removed from contact with children, while the matter is looked into. This is a protective step and does not mean guilt.
- The staff disciplinary process under Policy 5 runs separately, with fair process and confidentiality for everyone.
- Minor concerns, such as an adult getting too close to a child or ignoring a boundary, are also reported and talked through with the DSL. We want an open culture where these are raised early.
- Reporting in good faith is never punished.

9. Outside agencies

Who	Contact
Designated Safeguarding Lead	[name, phone]
Deputy DSL	[name, phone]
Director	Frank Etern Badu, 0245985265
Department of Social Welfare (local office)	[office and phone]
DOVVSU, Ghana Police Service (local office)	[office and phone]
Emergency services	112 [add local police, ambulance and fire numbers]

10. Safer recruitment and induction

- Everyone who works with children is vetted before starting: identity, qualifications and references checked, previous employer contacted where possible, and a police or character clearance where it can be obtained.
- Interviews cover attitudes to children and boundaries.
- Staff, national service personnel, interns and volunteers all sign the Staff Declaration (Appendix A).
- No new person works alone with children until checks are done.
- Induction covers this policy, Policy 5 and the reporting steps.
- Visitors and contractors sign in, wear a badge, are accompanied, and are never left alone with children.

11. Safe supervision and premises

- Children are always supervised: at arrival, in class, at break, at toilet times and at dismissal.
- Toileting and intimate care for young children follow the school routine, with respect for the child's dignity and another adult aware of it.
- No adult is alone with a child in a closed or hidden space (Policy 5).
- Anyone unfamiliar on the premises is politely asked who they are and who they are visiting.
- Safe collection and bus procedures follow Policy 3, section 7.

- Photographs, phones and devices follow Policy 5 and the Pupil Photograph & Media Consent Form (Appendix D).

12. Children harming children

Bullying and unkind behaviour are dealt with under Policy 1. When one child physically or sexually harms another, or shows behaviour that is not appropriate for their age, it is a safeguarding matter and goes to the DSL, not only to the behaviour system. Both children are supported.

13. Teaching children to stay safe

Children learn, in ways that fit their age:

- That their body belongs to them and nobody should hurt them or make them feel unsafe
- The names of the trusted adults they can tell
- That they should tell if something worries them, and that telling is never “telling tales”
- Basic road, bus and stranger safety

The names and photos of the DSL and trusted adults are displayed where children can see them.

14. Records and confidentiality

- The DSL keeps safeguarding records in a separate, locked or password-protected file, not in the pupil's ordinary file.
- Information is shared only with those who need it to keep the child safe.
- Records go with the child to a new school in a secure way, and are kept for a period set by Management.
- Handling follows Ghana's Data Protection Act, 2012 (Act 843).

15. Training

All staff, including support staff, are trained at induction and receive a refresher each year. The DSL and Deputy DSL receive specialist training. Management gives a short safeguarding reminder at the start of each term.

16. Support and review

The school supports the child, the family and any staff affected by a concern, and never blames the person who raised it. The policy, and any incident that has happened, are reviewed each year, and the policy is shared with all parents.

Quick card for staff

If a child tells you something or you are worried: listen, reassure, do not promise secrecy, do not question or investigate, write down their words, and tell the DSL the same day, or at once if there is danger.

Policy 3: School Start & Closing Protocols

1. Purpose

The start and end of the day shape how every child feels about school. These protocols make sure every child arrives to a warm welcome, is supervised and safe throughout, and leaves with a smile and into the care of the right person.

2. Principles

Value	At the start and end of the day
Excellence	Staff are punctual and prepared; classrooms are ready; transitions are smooth; we keep to time
Integrity	Registers and collection records are accurate; we do what we say we will do
Inclusivity	Every child is greeted by name; no child is left out of devotion, assembly or songs; children who find transitions hard get calm, patient support
Innovation	Devotion and assembly are lively and conversational, with questions, songs, drama and pupil participation
Godliness	Devotion and worship are kept with respect; we speak gently and kindly
Leadership	Staff model warmth and respect; pupils take turns to lead parts of devotion and assembly

3. The daily timeline

Time	What happens
By 7:10 AM	The cleaning team completes its work
7:30 AM	All staff report, signed in and ready for duty (Policy 6). Teachers on duty take their posts at the entrance and play areas
Before pupils arrive	Teachers set up classrooms, ready to welcome pupils
7:45 AM to 3:00 PM	Class activities, including assembly, devotion, worship and lessons, follow the school timetable
7:45 AM, Monday and Friday	Assembly, no longer than 15 minutes, with the morning devotion included
Tuesday and Thursday	Class morning devotion, no longer than 10 minutes
Wednesday	Worship replaces devotion
2:55 PM	Wrap-up bell: classes wrap up
3:00 PM	Dismissal bell: pupils are dismissed
3:30 PM	Staff closing time

Breaks, lunch and lesson times follow the school timetable. Assembly, devotion and worship take place in the 7:45 to 8:00 AM slot of the school timetable. A duty roster is published each week, and a named cover is arranged whenever a duty teacher is absent.

4. Arrival and welcome

- Teachers on duty greet every child at the entrance warmly and respectfully, with a smile, by name, with eye contact and a few words of engagement.
- Each class teacher is ready in the classroom to receive their pupils.
- Early Years children are handed over by their parent or guardian to a member of staff.
- Staff notice how each child seems. A child who is unwell, upset or hungry is mentioned to the class teacher, and anything worrying is passed to Administration.
- The class teacher takes the pupil register by 8:00 AM. Administration calls the families of absent pupils.
- Staff are in their classroom or at their duty post, and nobody is on their phone during the welcome.

5. Devotion, assembly and worship

- **Morning devotion** is a daily part of school life. The teacher shares a Bible verse and talks about it with the children in a conversational way, in under 10 minutes.
- **Assembly** on Monday and Friday starts by 7:45 AM and lasts no longer than 15 minutes. On those days the devotion forms part of the assembly.
- **Wednesday** is a worship day, with no separate devotion.
- Pupils take turns to lead a reading, a prayer or a song, so every child gets a turn over the term (Policy 1, section 11).
- All pupils are welcome and are expected to take part respectfully (Policy 1, section 14).

6. Closing the day

1. **2:55 PM wrap-up bell:** teachers wrap up the lesson. Pupils put their assignments in their bags. Each class has a catchy song or repeated phrase as a reminder.
2. **Tidy up:** pupils tidy their desks and corners, check their belongings and straighten their uniforms before leaving the classroom.
3. **3:00 PM dismissal bell, duty teachers go to the entrance:** one stays at the gate and the rest are inside, bringing each child to their person when that person arrives. Smooth, calm transitions are the aim.
4. **A warm goodbye:** staff smile and wave and tell the children they cannot wait to see them tomorrow, or next week on Fridays.
5. **Bus pupils** line up with their class teacher and are counted onto the bus against the bus list.
6. **Pupils collected by a parent or guardian** wait in the designated waiting area under adult supervision, and never wait alone at the gate.
7. **End-of-day check:** each class teacher checks that their room is empty and no child has been left behind. Administration checks toilets and play areas.

7. Safe collection procedure

A child is released only to a person the parent has authorised.

- Parents give Administration a list of authorised collectors with names, phone numbers and a way to recognise them.
- If someone not on the list is coming, the parent tells the school in advance, and Administration confirms by phone before the child is released.
- A staff member who does not know the collector asks Administration before releasing the child.
- Children in Early Years and Lower Primary are never released to walk home alone. Older pupils walk home alone only with written parent permission.
- Collections are recorded in a sign-out register.
- **Late collection:** after 15 minutes, Administration calls the parent. The child is kept with two adults or in a visible, supervised space and is treated kindly. Late collections are recorded, and repeated lateness is discussed with the family.
- If a collector appears unwell, impaired or unsafe, or a child does not wish to go with them, the staff member keeps the child at school and calls Administration at once.

8. On-campus expectations

- **Language.** As GES requires, the school uses a blend of English and a Ghanaian language such as Fante, with the mix suited to the pupils' age and the lesson. Ghanaian languages are used wherever they help a child understand, comfort a young child or include a parent. Staff are conversational with pupils, not stern.
- **Respect** is non-negotiable. Staff use respectful, mindful language with pupils, parents and each other.
- **We keep to time.** Lessons, breaks, devotion and assembly start and end on time.
- **Breaks and lunch.** Transitions are smooth. Pupils are not kept working when they should be eating or resting, and they wash their hands before eating. Teachers on duty supervise play areas, and no group of pupils is left without an adult.

9. Responsibilities

- **Duty teachers:** be at their post on time, greet warmly, stay watchful and make safe handovers.
- **Class teachers:** be ready for pupils, take the register, run devotion, wrap up on time and release pupils only as set out in this policy.
- **Administration:** publish the duty roster, keep the authorised collector list and sign-out register, arrange cover and check the premises at the end of the day.
- **Leadership:** model the welcome, check that the routines run as written and review them each term.

10. Daily non-negotiables

Be on time and at your post. Welcome every child warmly, with a smile. Keep to time. Speak respectfully. Release children only to authorised people.

Policy 4: Parent Communication & Partnership

1. Purpose

Children do best when home and school work as partners. This policy sets out how the school and parents communicate so that information is clear, timely, honest and respectful in both directions. It also gives staff clear boundaries, so that communication stays calm and consistent for everyone.

2. Principles

Value	In communication
Excellence	Messages are clear, accurate and timely, and written in plain language
Integrity	We are honest and open with parents, including when the news is hard, and we own our mistakes
Inclusivity	Every parent is treated fairly and respectfully, whatever their education, language, work schedule or access to a smartphone
Godliness	We are courteous, patient and gentle, especially when a parent is worried or upset
Leadership	Staff take the initiative to keep parents informed and lead difficult conversations calmly

3. What parents can expect from us

- Regular updates on their child's learning and wellbeing, and a progress report each term
- Same-day notice of an injury, illness or serious concern, and of any Level 2 or Level 3 behaviour incident (Policy 1)
- A reply to every message: acknowledged by the end of the working day and fully answered within 2 working days. If a full answer needs longer, we say when it will come
- To be listened to, treated with respect and given the reasons for decisions
- Good news as well as concerns
- Confidentiality about their child
- A clear route to raise concerns or complaints, and a fair hearing (section 9)

4. Approved communication channels

- School-approved WhatsApp groups (class-based or school-wide) for general information
- Official school phone lines and the school office
- Written notes and diaries, which are the main channel for parents without a smartphone
- Scheduled meetings

Staff must not use personal phone numbers for one-to-one conversations with parents without Administration's approval, hold private unrecorded conversations about a child outside these channels, or share confidential school matters. If a parent contacts a teacher on a personal number, the teacher politely points them to the official channel and tells Administration.

5. Communication hours

- **Official hours:** weekdays, 7:00 AM to 5:00 PM.
- Staff reply within these hours, in breaks and after the 3:00 PM dismissal, and never during teaching time.
- Messages sent outside official hours are answered on the next working day.
- **Emergencies:** parents call the school phone line. Administration handles emergencies and informs the class teacher.

Being available does not mean being available at every hour. Clear hours protect staff's family time and keep conversations calm for everyone.

6. How staff communicate

Staff:

- Are respectful, clear and professional at all times, in plain language
- Listen first, and acknowledge the parent's feelings before giving facts
- Share good news regularly, not only concerns
- Give hard news about a child by phone or in person, never in a group chat, always with the child's strengths and a plan for what happens next
- Keep a short record of important conversations

Staff must not argue with parents or use emotional or defensive language; send messages or voice notes while angry (pause and reread anything difficult before sending); discuss other pupils or other staff; or make promises they cannot keep.

7. Class WhatsApp groups

The purpose of a class group is announcements, reminders, learning updates and celebrating good news. Everyone in the group keeps to these rules:

- No off-topic chat and no forwarded unrelated content
- No debates, arguments or complaints in the group. Raise those directly with the teacher or Administration
- Never name a child in connection with behaviour, marks or a concern
- No photos of children without parental consent
- Administration is an admin of every group and may remove messages that break these rules

8. When a conversation becomes upset or heated

Parents are often worried, tired or frustrated because they care about their child. Staff respond with calm and care, not defensiveness.

1. Stay calm and listen without interrupting.
2. Acknowledge: “I can see this matters a lot to you.”
3. Say what you can do and by when, without arguing or promising what is outside your control.
4. Bring in Administration promptly when the matter is heated, repeated, about a dispute over discipline or academics, a complaint about staff, or sensitive.

5. Reply once, calmly, to repeated or heated messages, and then pass the matter to Administration.

Sample reply: “Thank you for telling us. I understand your concern, and I want to make sure it is dealt with properly. I will ask the Head of School to join us, and we will come back to you by [day].”

If a parent is abusive or threatening, staff calmly end the conversation, leave the situation and report it to Administration straight away. No staff member is required to put up with abuse. Leadership responds, and a repeated pattern is handled under section 12.

9. Raising concerns and complaints

Step	Who	Timeline
1	Class teacher	Acknowledged within 1 working day; answered within 2 working days
2	Head of School	Meeting within 5 working days
3	Director / Management	Written response within 10 working days

- Concerns about staff conduct, a child's safety or a sensitive matter can go straight to the Head of School or Director. Parents never have to take them to the teacher concerned.
- Complaints are recorded, and the parent is told the outcome and the reasons.
- No child is treated differently because their parent raised a concern.

10. Parent–teacher meetings

- At least one scheduled meeting per family each term, and further meetings on request
- Booked in advance, with at least 2 days' notice where possible, in a private, professional setting
- Focused on the child's strengths, progress and next steps, with work samples and assessment records to look at
- Both parents or guardians are welcome, and a parent may bring a support person. On request, the main points are explained in a local language
- A short summary of what was agreed is noted, and shared on request
- If the conversation becomes heated, the meeting is paused and rebooked with Administration present

11. Confidentiality

Staff protect pupil information, handle photographs and records in line with Ghana's Data Protection Act, 2012 (Act 843), share only with those who need it, never discuss one child with another parent, and keep internal school matters private. A child-safety concern overrides confidentiality and must be reported at once (Policy 2).

12. When the policy is not followed

Staff. The steps in Policy 5, section 14 apply, with a fair hearing. Restriction from parent communication may be used as a protective measure while a concern is looked into.

Parents. The school responds fairly and in stages:

1. A friendly reminder of the Parent Partnership Agreement (Appendix C)
2. A meeting with the Head of School
3. A written notice that communication will go through a single named contact, in writing, for a set period
4. For threats, abuse or harassment, Management decides further steps, including limits on access to the premises or channels

A child's education and care are never affected.

13. Daily non-negotiables

Communicate respectfully. Stay within approved channels and hours. Keep clear boundaries. Escalate early, with care. Share good news as well as concerns.

14. Leadership responsibility

School leadership supports teachers during parent conflicts and steps in quickly when a matter escalates; makes sure parents are heard, treated respectfully and given reasons for decisions; explains the school's process and applies it the same way for every family; and makes sure staff understand this policy and feel confident using it.

Appendix B: Parent & Pupil Acknowledgement

The Pinnacle Promise (for pupils)

I will try my best. I will tell the truth. I will ask, think and try new things. I will be kind and include everyone. I will show good character. I will help others and lead by example.

I/We understand and agree to abide by Policy 1 (Student Behaviour & Wellbeing) of Pinnacle Elite Educational Complex.

How to sign

- One parent or guardian signs **online, once for the family**, in the parent portal: open **Handbook** after logging in, read it to the end, tick the boxes and type your full name.
- For each child in Grade 4 to Grade 9, you also confirm that you have read the Pinnacle Promise with your child.
- Your typed name, the date and time and the Handbook version are saved as your signature. Families without a login sign a printed copy at the school office.

Appendix C: Parent Partnership Agreement

What the school promises

- To keep you informed about your child's learning and wellbeing, including good news
- To reply to your messages within the times in Policy 4

- To listen to you, treat you with respect and explain our decisions
- To keep your child's information confidential
- To give you a fair route to raise any concern

What I/we promise as parents or guardians

- To speak and write respectfully to all staff, other parents and children
- To use the school's official channels and communication hours, and to call the school phone line in an emergency
- To raise concerns first with the class teacher, then the Head of School, and never to confront staff or other children in front of pupils
- To keep the class WhatsApp group for its purpose and not to post complaints there
- To keep my contact details up to date, attend meetings when asked, and support the school's approach to behaviour

This agreement is signed **online, once for the family**, together with Appendix B, in the parent portal (Handbook page). Families without a login sign a printed copy at the school office.

Appendix D: Pupil Photograph & Media Consent Form

How the school uses photographs and videos

We take photographs and videos of pupils to record learning, celebrate achievement and share school life with families. We do this with care.

- Photographs and videos are taken only on school-approved devices, and not on staff members' personal phones unless Administration has approved it.
- Pupils are always suitably dressed, and images are chosen to show positive learning.
- We do not publish a pupil's full name, home address or any location details with an image.
- Images are stored securely and shared only with those who need them.
- Images are deleted or archived when no longer needed, or when the child leaves the school, unless you tell us otherwise.
- Handling follows Ghana's Data Protection Act, 2012 (Act 843).

Consent

Please tick **Yes** or **No** for each use. You may leave any of them as No.

Use	Yes	No
Learning records, assessment evidence and class displays inside the school	☐	☐
School newsletters and printed materials	☐	☐
The school's official website and social media pages	☐	☐
Class WhatsApp groups run by the school	☐	☐
Events, press and media outside the school	☐	☐

Use	Yes	No

Your rights

- You may change your mind or withdraw consent at any time by telling Administration in writing. We will stop using the images from then on, though we cannot remove an item from something already printed.
- A “No” has no effect on how your child is treated at school.
- This consent lasts for the time your child is at the school, unless you withdraw it or the school asks you to renew it.

At school events

Parents and guardians may take photographs and videos of their own children at school events for personal use. Please do not post images that show other children on social media without their parents' permission.

How consent is given

- In the parent portal, open **Handbook** and answer **Yes or No for each use above, for each of your children**. Until you answer, the school treats every use as No.
- Your answers are saved with your typed name, the date and time, and appear on your child's school record so that staff know what is allowed.
- You can change your answers in the portal at any time. Families without a login complete a printed copy at the school office.
- Pupils in Grade 4 to Grade 9 should talk with their parent about how their photograph may be used before the parent answers.