



School Prospectus

About Us And Our Policy

Parent Learner

Welcome!



Prof. Sokari .P. Braide
Executive Chairman

B.Sc. (Hons.) Ibadan 1972; M.Sc. Oxon. 1977; Ph.D. Cincinnati 1982;
CPG by DPA of AAPG 1988; FNAPE 2005; NAPE Distinguished
Mentorship Award 2007;
FESS (India) 2010; FIPMLD 2023.

*Retired Shell Professor of Petroleum Geoscience
Rhodes Scholar Alumni Nigeria and St. Edmunds Hall 1972*

Sokari Percival Braide is a *retired Shell Professor of Petroleum Geoscience*. He was educated at **King's College, Lagos** from where he obtained his **WASC in Division 1 in 1966**.

He studied geology at the University of Ibadan, graduating with a B.Sc. (Hons.) degree in 1972. He was elected the third **Rhodes Scholar** from Nigeria that enabled him attend the **University of Oxford in England**, and graduated with a master's degree in 1977.

His doctorate degree was earned at the **University of Cincinnati, Ohio in the USA** in 1982.

He was **certified as a Petroleum Geologist** by the **Division of Professional Affairs of the American Association of Petroleum Geologists (AAPG)** in 1998.

Prof. Braide started his career as a **Junior Field Engineer** with **Schlumberger** in Paris, France in 1977. He later pursued an academic career in Nigeria, rising through the ranks to **Associate Professor of Geology**, at the **Federal University of Technology, Minna** in 1990. He joined **The Royal Dutch Shell Group** in Nigeria in 1991. He was utilized by Shell over the next 17 years in various capacities in Exploration, Development, Commercial, Business Environment, and In-house Training which culminated in his appointment as **Shell**

Professor of Petroleum Geoscience and seconded to the Department of Geology and the Institute of Petroleum Studies at the **University of Port Harcourt**.

After his retirement from the Royal Dutch Shell Group in 2008 upon reaching the mandatory retirement age of 60, Prof. Braide pursued new challenges in academia. He taught at the **University of Petroleum and Energy Studies at Dehradun, Uttarakhand, India** from 2009-2011. During this period he also taught training courses in India as a **Subject Matter Expert (SME)** for the **Indian School of Petroleum and Energy based in New Delhi**, and was also invited as a **visiting professor** to deliver two lectures at **Kuwait University**. Prof. Braide spent the 2012 academic year at the **University of Western Cape, Bellville, South Africa**, where he taught courses on petroleum geoscience and helped develop and establish their new **M.Sc. programme on petroleum geoscience**. From January 2013 – October 2014 Prof. Braide was a professor at The **University of Dodoma in Tanzania** and taught undergraduate courses on petroleum engineering. After a 5 – year sojourn abroad he accepted a contract appointment at the **Niger Delta University, Wilberforce Island, Bayelsa State** where he was **Professor and Head of the Department of Geology** from 2015 -2017. Prof. Braide served on the **Education Committee of AAPG** from 1999 -2002. He also served as an **Associate Editor** of the Bulletin of the Nigerian Association of Petroleum Explorationists (NAPE) from 1990 -1997. He was elected the **Editor-in-Chief**, and served in that position from 1997 – 2000, when he was elected NAPE **Vice-President** and served from 2000 - 2001.

He was made a **Fellow of NAPE in 2005**. He was also honoured with **NAPE's Distinguished Education and Mentorship Award in 2007** in recognition of his contribution to the advancement of geoscience training in Nigeria. In India he was made a **Fellow of the Society of Earth Scientist in 2010**. Recently he was conferred with a **Fellowship of the Institute of Policy Management and Leadership Development in 2023**.

He now lives in Port Harcourt, Nigeria where he consults independently, and teaches various geological courses at the **Rivers State University**.

Synopsis of Cecil John Rhodes



Cecil John Rhodes

A British Businessman in South Africa, Member of Parliament in the Cape Colony, Prime Minister of the Cape Colony, imperialist, acquired a British Royal Charter, formed the British South African Company (BSAC) that colonized Zimbabwe.

First Name:

Cecil John

Last Name:

Rhodes

Date of Birth:

5 July 1853

Date of Death:

26 March 1902

The Early Years

Cecil John Rhodes was born on 5 July 1853 in the small hamlet of Bishops Stratford, England. He had nine brothers and two sisters and attended the grammar school at Bishop's Stratford.

Cecil Rhodes as a boy.

Rhodes fell ill shortly after leaving school and, as his lungs were affected, it was decided that he should visit his brother, Herbert, who had recently immigrated to Natal. It was also believed, by both Rhodes and his father that the business opportunities offered in South Africa would be able to provide Rhodes with a more promising future than staying in England. At the tender age of 17 Rhodes arrived in Durban on 1 September 1870. He brought with him three thousand pounds that his aunt had lent him and used it to invest in diamond mining in Kimberley.

At 18, in October 1871, Rhodes left the Natal colony to follow his brother to the diamond fields of Kimberley. In Kimberley he supervised the working of his brother's claim and speculated on his behalf. Among his associates in the early days was Charles D. Rudd, who later became his partner in the **De Beers Mining Company** and the **British South Africa Company**.

In 1872 Rhodes suffered a slight heart attack. Partly to recuperate, but also to investigate the prospects of finding gold in the interior, the Rhodes brothers trekked north by ox wagon. Their trek took them along the missionary road in Bechuanaland as far north as Mafeking, then eastwards through the Transvaal as far as the Murchison range. The journey inspired a love of the country in Rhodes and marked the beginning of his interest in the road to the north and the northern interior itself.

In 1873 Rhodes left his diamond fields in the care of his partner, Rudd, and sailed for England to complete his studies. He was admitted to **Oriel College Oxford**, but only stayed for one term in 1873 and only returned for his second term in 1876. He was greatly influenced by John Ruskin's inaugural lecture at Oxford, which reinforced his own attachment to the **cause of British Imperialism**.

His university career engendered in Rhodes his *admiration for the Oxford 'system'* which was eventually to mature in his **scholarship scheme: 'Wherever you turn your eye - except in science - an Oxford man is at the top of the tree'**.

An Arch Imperialist

Rhodes was the **ultimate imperialist**, he believed, above all else, in the glory of the **British Empire** and the superiority of the Englishman and British Rule. One of Rhodes' greatest dreams was a ribbon of red, demarcating British territory, which would cross the whole of Africa, from South Africa to Egypt. Part of this vision was his desire to construct a ***Cape to Cairo railway***, one of his most famous projects.

The King of Diamonds

Rhodes' plans for the Cape to Cairo Railway, 1899

In 1874 and 1875 the diamond fields were in the grip of depression, but Rhodes and Rudd were among those who stayed to consolidate their interests.

Rhodes had come to the realization that the only way to avoid the cyclical boom and bust of the diamond industry was to have far greater control over the production and distribution of diamonds. And so, in April 1888, in search of an oligopoly over diamond production, Rhodes and Rudd launched the **De Beers Consolidated Mines** mining company.

With *his acquisition of most of the world's diamond mines* Rhodes became an **incredibly rich man**. But Rhodes was not after wealth for wealth's sake, he was *acutely aware of the relationship between money and power*, and it was power which he sought

In the early 1880s gold was discovered in the Transvaal, sparking the Witwatersrand Gold Rush. Rhodes considered joining the rush to open gold mines in the region, but Rudd, convinced him that the Witwatersrand was merely the beginning, and that far greater gold fields lay to the north, in present day Zimbabwe and Zambia. As a result Rhodes held back while other Kimberley capitalists hastened to the Transvaal to stake the best claims. In 1887 when Rhodes finally did act and formed the Goldfields of South Africa Company with his brother Frank, most of the best claims were already taken. Goldfields South Africa performed very poorly, prompting Rhodes to look towards the north for the gold fields that Rudd had assured him were lying in wait.

The Statesman

In 1880 Rhodes was elected into the Cape Parliament. The chief preoccupation of the Cape Parliament when Rhodes became a member was the future of **Bechuanaland**.

Seeking expansion to the north and with prospects of building his great dream of a **Cape to Cairo railway**, Rhodes persuaded Britain to establish a protectorate over **Bechuanaland** (now **Botswana**) in 1884, eventually leading to Britain annexing this territory.

The Push for Mashonaland

Rhodes' imperial vision for Africa was never far from his mind. In 1888 Rhodes looked further north towards Matabeleland and Mashonaland, in present day Zimbabwe. Matabeleland fell squarely in the territory which Rhodes hoped to conquer, from the Cape to Cairo, in the name of the British Empire. It also was believed to hold vast, untapped gold fields, which Rudd believed would be of far greater value than those discovered in the Witwatersrand. The ensuing war against the Matabele, fought mostly by *voluntary mercenaries*, cost around **£66, 000**. Most of the money to pay for this war came directly from Rhodes Consolidated Goldfields Company. The conquered lands were named Southern and Northern Rhodesia, to honour Rhodes. Today, these are the countries of **Zimbabwe** and **Zambia**. By the 1890s these conquered territories were being called Southern and Northern Rhodesia.

The Precursor to Apartheid

In July 1890 Rhodes became the **Prime Minister of the Cape colony**, after getting support from the English-speaking white and non-white voters and a number of Afrikaner-bond, whom he had offered shares in the British South Africa Company.

One of Rhodes most notorious and infamous undertakings as Prime Minister in South Africa, was his institution of the **Glen Grey Act**, a document that is often seen as the blueprint for the Apartheid regime that was to come.

The fall of Giants

After several clashes with the Transvaal Government, the **Anglo-Boer war** broke out in October 1899. Rhodes rushed to Kimberley to organize the defense of the town.

Thereafter, Rhodes was in ill-health, but he began concentrating on developing Rhodesia and especially in extending the railway, which he dreamed would one day reach Cairo, Egypt.

However, his health was worsened by the siege on Kimberly, He died on **26 March 1902** at Muizenberg in the Cape Colony (now Cape Town). Reportedly some of his last words were, '**so little done, so much to do**'. Rhodes was buried at the **Matopos Hills**, Rhodesia (**Zimbabwe**).

The Rhodes scholarships

In his will Cecil Rhodes left a fortune in excess of **£6 million** (approx. **USD 960 million** in 2015), most of which went to **Oxford University** to establish the **Rhodes scholarships** to *provide places* at Oxford for **students from the United States, the British colonies, and Germany**. Our Chairman, **Professor Sokari Percival Braide** was a beneficiary of a **Rhodes scholarship** in 1972 that enabled him study and earn a master's degree in geology from Oxford University in 1977.

Despite criticisms from some quarters that Cecil Rhodes was an imperialist, we nevertheless have named our school in his honour to show our appreciation of his immense philanthropy in leaving his wealth to establish the Rhodes scholarship that has benefitted so many men and women who have been able to study at Oxford University. His educational foresight we should hope to emulate as our school grows from year to year.



'The Rhodes Colossus striding from Cape Town to Cairo', from Punch Magazine, 1892



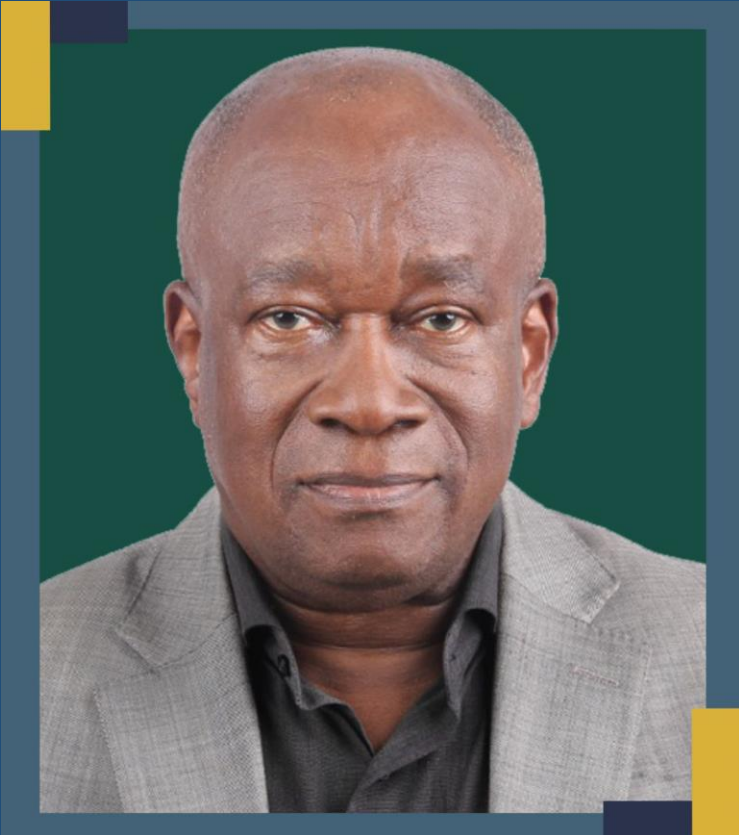
Mrs Joy .O. Braide
Executive Director

Mrs Joy O. Braide is an excellent communicator and a trained teacher. She studied Theatre Art in the University of Benin where she obtained her Bachelor of Art Degree in 2024. She got some international trainings and work experience both in India, United Kingdom and Tanzania. She has worked in several big schools within Port Harcourt and outside the country where she doubles as a literature in English, dance and drama teacher and school event coordinator respectively. She is the executive director and administrator of Cecil Rhodes Montessori School.

As part of her educational achievements, she obtained the Certificate of Participation, APTECH, Dehradun, Uttarakhand, India in 2010, Certificate in Completion: Introduction to Cambridge Primary Certificate on the 12th of April, 2017, Certificate of Completion: The Outstanding Primary (T.O.P) Teacher Course. Inspirational Teachers Network, Oakleigh Schools Limited, London, United Kingdom.

A thespian whose acting professional skills are top notch. She played the roles of: Waale in Ken Saro Wiwa's "Madam No Go Quench Again" at FESTHEF 2001 held in Assahom Village, Togo, 2001, British Soldier in Ola Rotimi's "Ovoranmwun Nogbaisi" as presented by the National Association of Nigerian Theatre Art Practitioners (NANTAP) at FESTINA, Lagos, 2002, "Mama Put" in Wale Soyinka's "The Beatification of Area Boys" February 2001, "Antigone" in Sophocles' Play and many more to her credit.

She developed a high impact system of teaching through the structure of how learners should be taught at random such as Rally Robin, Rally Tables, Rally Coach, Simultaneous rally table and quiz trade (Kagan's Revolutionary Approach to Teaching). A determined and goal oriented woman with global leadership and entrepreneurial skills.



Tonye Oliver Braide **School Consultant**

Mr Tonye studied at Ahmadu Bello University, Zaria where he obtained a BSc in Architecture with 1st class Hons in 1978 and a Masters with distinction also in Architecture in 1980. He is a fellow in the Nigerian Institute of Architects and served as National President of the Institute from 2015 to 2017.

Over the past 40 years, Arc. Braide has worked in various public sector and private business concerns providing consultancy services in Architectural Education, design consultancy, construction management and Project Finance Procurement.

His company Oliver Braide Limited provides turn – key Development Consultancy Services from pre-inception studies to design, finance and construction management, key handover and facility management. He has travelled to several countries including Canada, United States of America, Trinidad and Tobago, Ireland, Britain, Belgium, Netherlands, France, Spain, Portugal, Germany, China, India, Japan, Tanzania, Kenya, Algeria, South Korea, Zambia, Egypt, Dubai and more to mention. He is happily married with one beautiful daughter.

National Anthem

Nigeria we hail thee,
Our own dear native land
Though tribe and tongues may differ
In brotherhood we stand,
Nigerians all, are proud to serve
Our sovereign Motherland.

Our flag shall be a symbol
That truth and justice reign,
In peace or battle honour'd,
And this we count as gain.
To hand unto our children
A banner without stain.

O God of creation,
Grant this our one request.
Help us to build a nation
Where no man is oppressed

And so with peace and plenty
Nigeria may be blessed.



ABOUT US

Welcome! **Cecil Rhodes Montessori School** is a vision birthed out of the passion towards changing the idea of what a school is to what it should be. We see the school system as a ministry or mission and not just a business. This is why we go beyond the ordinary to ensure that **LEARNERS ARE OUR PRIORITY**. It was officially opened on Monday 2nd September, 2024. We are in to develop the total child spiritually, physically, intellectually and skilfully with professional hands and facilities thereby enforcing **MASTERY** into young learners.

We are **MORE THAN A SCHOOL** where training does not revolve round academics alone. You made the best choice amongst all educational institutions. We are passionate about our learners and committed to serve our parents and guardians to the fullest as God give us grace. Once more, you're welcome to our school!



Vision Statement:

To become a world class educational foundation with advanced exceptional skills and facilities to mould young learners into masters of their various field.

Mission Statement:

Committed to consistent practice with advanced skills to the service of humanity and to the glory of God.

Core Values:

G- God

E- Excellence

M - Mastery

Co - Consistence



LEADERSHIP ORGANOGRAM

SUPERVISORS

We are also structured in a way that helps to oversee small units that needs proper attention as follows:

- Administrative Assistant
- Head of Academics (Preschool - Nursery.)
- Head of Academics (Basic)

Other leadership arms include:

- Academic staff
- Non-academic staff
- Vendors, etc.

STAFF POLICY AND QUALIFICATIONS

Our policy has been drawn up through the involvement of the whole school community and we are committed to developing a work environment that is conducive for growth, development and comfort for every staff. It is to help

organise the work environment that will serve as a catalyst for achieving our vision as an institution.

- ✓ Teaching staff are expected to have at least **National Certificate in Education**, verified by transcript. (Additional training is however highly desirable). The school prefers a minimum of three – five years teaching experience, instructional support staff members. (e.g., guidance counsellor, minders, assistant teachers, etc) are expected to have at least **West African Examination Council (WEAC)** certificate.

CODE OF CONDUCT

Code 1

ADMINISTRATION

Section One:

- School Hours:

The school week runs from Monday through Friday in the following order:

- The regular school day for Preschool to nursery two classes runs from 7:40am to 2:00pm with 40 minutes' class periods (Mondays to Thursdays) and closes by 1:00pm every Friday.
- The regular school day for the Basic classes runs from 7:40am to 2:30pm with 40minutes' class periods from Monday to Thursday and closes by 1:00pm every Friday.

Section Two:

- Uniforms:

The school has a total number of Four (3) beautiful and quality uniforms/cardigan for the Creche, Preschool, Nursery and Basic sections.

- **Mondays, Tuesdays and Thursdays:** Ceremonial uniform (white socks for nursery/basic with black shoes.
- **Wednesdays:** School sports wear, white socks with white can.
- **Fridays:** School corporate casuals.
- **Note:** All uniforms are to be purchased from the school.

Section Three:

- Hair Do:

Reception to Basic Learners:

- All boys must cut their hair neat. No lines or immoral styles/cuts on head will be tolerated.
- Our girls are only allowed to make their hair with the below listed artificial materials:

Reception to Basic Learners

- Brown wool or thread (No weavon)
- Black wool or thread.
- The style of hair must be decent and should not in any way inconvenience the child by dropping down the face.
- No bead or decoration is allowed on hair except black or brown hair band to avoid distraction of learners in class.
- Dangling earrings are not allowed or extra wears not authorized by the school leadership.

Section Four:

- Spirituality:

The school observes their spiritual activities as stated below:

- An intentional and intense staff devotion which takes place 25 minutes before the pupils and students arrival. This will help us equip ourselves both spiritually, physically and intellectually to deliver maximally to the students and pupils.
- Intense morning devotion for the Nursery and Basic Learners. The above class division is for the purpose of facilitating effective communication to the understanding of learners of all levels.

Section Five:

- Communication:

- The school will always send home notice through e-mails, text messages, social media handles like WhatssApp and printed newsletters.
- Be sure to check your child's bag or ask the learner for school news/ messages regularly as well as checking your inbox on daily basis.
- Please do well to check the assignment notebook of your child/ward daily. The homeroom teacher will at many times communicate with the parent through this medium with regards to their child's performance and progress.
- In case of any academic or behavioural disorder, parents should discuss the issue with the Administrator or Head Teachers.
- Please see the school secretary/account officer or Administrator with regards to fees, payment and billings.
- Please see the head of administrations/ Head Teacher (H.M) with any immediate concerns with regards to security, facilities, up-keep or cleanliness and any other special school activities.

Code 2

ACADEMICS

Section One:

- School Curriculum:

The school operates with the British/Nigerian Unified Curriculum, International Primary Curriculum and STEAM. Our teaching aids/materials are purchased from professional authors and educational vendors both national and international. We had to go this length so as to build international foundations for our learners and as well prepare them to be outstanding and independent wherever they will find themselves around the world. This we achieve by employing qualified and capable teachers and staff (both academic and non-academic) who can actually work with these materials and make great, positive and visible impact in the lives of our learners and as well serve you better!

ADMISSION CLASSES; We admit into the:

- Creche
- Prenursery
- Nursery 1 – 3
- Basic 1 – 5 and
- Project Classes (Basic Six)

PROJECT CLASS

As a school with a redefined educational system, we are passionate about developing the craftsmanship of our learners. The project class is a special class for our basic five learners where they are trained within the period of one year teaching them various skills and helping them explore some of the things and places they've learnt about through excursion programmes within and outside the state and country as well.

The project class is a none academic activity class. Their scheme of work and time table revolves round practical or skill development. This we do to ensure that our learners are well equipped skilfully and academically before the begin the journey of their secondary education. To achieve this, our curriculum and academic scheme of work have been designed to correspond with the time duration of the terms and sessions that make up these five classes.

Section Two:

- Subjects Offered:

1. Preschool – Nursery three:

- Language Skill & Calligraphy
- Practical Life
- Pre Science
- Phonics/Sounds
- Number Concept and Geometry
- Art & Craft
- Sensorial
- Story
- Bible Stories
- Songs & Rhymes

2. Basic Classes

- English Language (Grammar, Phonics, Composition and Comprehension)
- Creative Writing
- Mathematics
- Cultural and Creative Arts (Creative Arts & Calligraphy)
- General Knowledge
- French
- Diction
- Literature & Poetry
- Basic Science & Technology
- International Primary Studies (IPS)

- Coding & Animation
- STEAM

Code 3

School Extracurricular Activities:

Asides our academic and administrative schedules/plan, the school is designed as a platform to create meaningful and positive impact in the lives of our pupils and students through our outlined social events (indoor and outdoor), internal and external competitions, clubs and other varieties to keep our wards on track. Some of these events are as follows:



Section One:

Skill Development Time Outs

We have a total of six (6) interesting daily breakout sessions, all having resourced and professional tutors.

- **Coding/Animation Club:** Here, we conduct trainings on some packages like; Microsoft Word, excel, PowerPoint, programming, CorelDraw, Photoshop, build app and games, etc.
- **Ballet Club:** trainings here centre on the development of contemporary and choreography dance skills.

- **Music Club**; the music club carry out tutorials on string instruments (guitar, violin, etc.), wind instruments like saxophone, recorder, trumpets and others like the keyboard, drum and many more.
- **Science Club**: this is a make-up of maths, discoveries and inventions. We develop learners in scientific research and discoveries, experiment and new inventions.
- **Spelling Bee Club**: this is designed to accommodate several categories like: news casting, creative writing, phonics and spelling bee. Tutors prepare learners for external competitions both in the local, state and national levels. They participate in spelling bee competitions both in local and state levels having their opponents from several top schools around the state hosted by the Rotary Club. Our students take active part in these competitions and return with awards among the best categories. We are not limited to just theory, we are practically based in all we do even as we prepare for national competitions around the country and the world.
- **Dance & Drama**
- **Catering & Events**

Section Two:

Extracurriculars/Events

- **Sex Education / Moral Day**: it is of no doubt that students are more influenced by peer pressure and the internet. We've gone as far as taking out a day for sex & moral seminars where we talk to our girls and boys separately on sex issues and moral values to safeguard their emotions and sexual affairs.
- **Excursion**: we do embark on profitable and meaningful trips that is not limited to places around the state and country. Our excursions covers both the state, national and international places including places like production companies / industries, fun parks (nursery), tourist centres,

and countries like Togo, Ghana, etc. We provide these services to expose our students to a world standard and prepare them for the best part of their tomorrow.

- **Other Events:**

1. The African Life Week
2. End of session/graduation party
3. Class party

4. Inter-House Sports
5. Talent Hunt
6. Learners Conference (LC)
7. Christmas carol and much more...

The above events take place as scheduled for specific periods of the term in each of the school sessions.

- **Birthdays:** Parents are given the privilege to host their wards birthday in the school. This they do in the class with their classmates. To this effect, parents must contact the school management at least 2 weeks before the date for preparations. Birthdays are allowed to hold on Fridays with the classmates and teachers of specific classes.
- **Open Day:** As part of our vision and to ensure that we serve you better, we find our job more interesting and impacting when we hear from our parents/clients concerning the wellbeing of their wards spiritually, academically, morally, socially and intellectually. The open day is an exceptional day where parents are allowed to see the school management and class/form teacher of their wards for appreciation, complains and the academic growth or strength of their children, take counsel and solve these issues.

Code 4

BEHAVIOURAL STANDARDS & ETHIQUETS

Section One:

Attendance

- All Learners must be punctual to school.
- Learners must resume school by the scheduled time daily. Disobedience to the above rule will attract discipline.
- Excuse from school may be granted on compassionate grounds and on a case-by-case basis. All letters of excuse must be submitted to the Assistant administrator. Absence without valid reason will be deemed as truancy.
- Parents need to apply for leave of absence for their child from the Administrator through the office of the assistant administrator for urgent private matters. Permission to leave early may be granted for special cases.
- Learners must be punctual to school E.C.A and other events.
- All Learners must stand at attention for the flag raising ceremony or anthem and take the pledge with their right fist placed over the heart.
- All Learners must sing the school anthem with pride and respect.

Section Two:

General Conduct

- All Learners are expected to caring, persevering and forward looking person.
- Learners are to make good use of platforms created for their development.

Section Three:

Facilities

- Do leave the areas in school in a better condition and state of cleanliness after use.
- Learners must take good care of the school properties and premises. Cost of replacement for vandalized items will be borne by student(s) responsible for the damage.
- Foods and all sweet drinks are to be consumed only in the canteen.
- Mobile phones are highly prohibited around the school environment. Phones seized will not be returned to the student and the parent of the victim will be summoned by the school management.

Section Four:

Classroom Conduct

- Work with all your classmates and teachers to achieve optimal outcome.
- All Learners must be punctual to lessons. Attendance will be taken before the start of the day's lesson.
- Learners must not leave the class without permission from the prefect or class teacher. This will attract discipline from the teacher.
- Consumption of food and sweet drinks are strictly not allowed in the classroom.
- Show consideration to others by keeping the noise level low.
- Use of all forms of electronic gadgets (phones, calculators, electronic dictionaries, etc.) is highly prohibited except they are needed for lessons.

Section Five:

Personal Grooming

- Learners must wear the prescribed school uniform and no modification is allowed except to alter the length of the skirt/trouser on permission.
- Brassieres or singlet must be black or white to complement the school white shirt.
- Skirts must be at the knee length (touching the knee caps)
- Fancy hair styling, tinting, dyeing, highlighting and bleaching of hair are strictly not allowed. Victims will be sent back home from the gate.
- Hair (boys and girls) must not be permed.
- Long hair must be neatly tied up with simple black ribbon, hair bands, etc.
- All learners must come to school with a transparent water cans to school. This is to help us inspect the nature of water the learner takes into the body. Their health is one of our most priorities.

Section Six:

Class Prefect

A class prefect and committee is set up in every class. This is one platform that will help students exercise leadership in a safe and nurturing environment.

AIMS & OBJECTIVES:

- To provide students the opportunity to develop their leadership potentials.
- To promote a sense of responsibility among students by encouraging them to serve their classmates as well as the school.
- To foster class spirit by enabling students to deal with the day-to-day affairs of their class.

Section Seven:

The School & Parents

- The school management will not give unnecessary charges for academic or extracurricular affairs.
- Educational / academic transactions between parents and staff outside the management's notice will be strictly dealt with.
- The management will liaise and approve academic transactions or business that concerns the school with parents.
- No parent is allowed to access the staff or teachers of the school formally or informally, except permitted by the authority.
- All transactions and discussions ends at the front desk. No parent or guardian is allowed into the school or learning premises without permission.
- Parents or students must sign on the learners autograph before dropping/picking their child(ren) or living the school.
- It is very compulsory and needful for parents to attend the Parent, Teacher Conference (PTC) so as to foster unison in raising and grooming our children.
- Parents are to pay the PTC levy. The levy helps in the funding of our welfare services to parents and learners as well.

Section Eight:

Our Social Media Platforms: WhatssApp, Facebook, Instagram, email and Website addresses.

Our social media handles have been created and designed strictly for educational purposes only. Religious posts, personal and social uploads are not allowed from parents. These platforms and groups are created primarily to help reach our parents / guardian and update them with vital information from the school authority.

To this effect, all personal issues, general suggestions, write-ups, pictures, quotes videos and other information should be first communicated privately to the Admin for approval. All posts must be done only by the school management, comments, questions, enquiries should be sent privately to the school administrator or media admins.

Section Nine:

- Character:

- Use of foul languages (Pidgin English, abusive words, etc.) in class and on fellow students is highly prohibited.
- All Learners and pupils are to respect and give regard to their teachers, prefects, and fellow Learners. Disobedience to the above instruction will attract severe discipline from the management.
- No Learner is allowed to raise his/her hands on another. Taking laws by the hand will be dealt with. Report all issues to your form/class teacher and it will be handled.

Code 5

Section One:

FEEES AND RELATED BILL POLICY

1. Introduction

This document contains our policy on fee payment. Please read through to have full understanding about our school fees culture.

- 1.1 School fees are always due in expiration of an old term and in start of the current school term.
- 1.2 School fees are non-refundable.

2. Aims and Objectives

- 2.1 The aim of this policy is to ensure a robust, non-discriminatory and fair approach to the method by which we deal with parents as regards school fees payment.
- 2.2 The objective of this policy is to ensure there is consistency in terms of approach and methodology. It is imperative that a standard process exists and that all involved are aware of this.

3. Payment of Fees

- 3.1 Fees for each term are due and payable before the commencement of the term to which they relate. If an item on the fees invoice is under query, the undisputed' balance of that fees invoice must be paid.
- 3.2 Cash payments are not accepted at the school for the payment of school fees. Accepted methods of payment for fees will now include: bank transfer.

4. Early Payment Discount

- 4.1 Fees which are paid in full on or before the first day of term will qualify for an early payment discount of 3% per term.

5. Instalment Arrangements (Payment Plan)

- 5.1 An agreement by the school to accept payment of fees by instalments is non-negotiable and will be subject to separate agreement(s) between the parents and the School.
- 5.2 If parents have entered into a payment plan with the school and more than one payment is missed, then the school reserves the right to request the full amount immediately.

6. Late Payments

- 6.2 If fees still remain unpaid, a report of all outstanding fees and payments made and/or missing will be passed to the trustees and possible exclusion of child from all school services may follow.
- 6.3 If learner is excluded for a period of 28 days (a month), he / she will be deemed withdrawn from the school and all administrative process of withdrawal would be conducted if exclusion from school is done without notice. Upon exclusion, if fees are payable, a letter of notice will be sent to the Parents, related financial and legal authorities to ensure payment is facilitated.
- 6.4 The parents shall also be liable to pay all costs, fees, disbursements and charges including legal fees and costs reasonably incurred by the school in the recovery of any unpaid fees regardless of the value of the school's claim.

7. Refund or waiver of school fees:

- 7.1 Under the provisions of this agreement, fees will not be refunded or waived if:
- 7.2 The pupil is absent through illness; or
- 7.3 A term is shortened or a vacation extended; or
- 7.4 The Pupil is released home before the normal end of the school day; or
- 7.5 Government approved holidays or
- 7.6 The school is temporarily closed due, for example, to adverse weather conditions; or
- 7.7 For any other reasonable reason.

8. Fee Increment:

- 8.1 Fees are reviewed periodically and are subject to increase from time to time.

Note:

Our school fees policy is flexible hence reviews would be done from time to time to ensure smooth administrative structure for compliance.

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Expect nothing but excellent services from us and enjoy the rest of your partnership and collaboration as God gives grace!

Signed

MANAGEMENT

