



# **NEW FAMILIES HANDBOOK**

## **MICHE GROUP/PRIMARY SCHOOL**

### **(4+ year olds)**

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**OPEN UP OUR [SHARED DRIVE](https://drive.google.com/drive/folders/1rMgVFhT3nckURZO011HuxNxAVfUbmok2?usp=sharing)** for dates, rates, policies, who's who & useful docs:

<https://drive.google.com/drive/folders/1rMgVFhT3nckURZO011HuxNxAVfUbmok2?usp=sharing>



## 1. THE BASICS

### BASIC INFORMATION

#### 1) Mbegu Ndogo ('Small Seeds')

- 1-2 year olds
- Monday- Friday, 8.30am- 12pm<sup>1</sup>
- Attendance: Drop in/ad hoc
- Please bring own food
- Under 2s must be accompanied by a 'shadowing adult' (familiar care giver or family member) for the duration of each session.

#### 2) Mbegu Kubwa ('Big Seeds')

- 2-4 year olds
- Monday- Friday, 8.30am- 12.30pm<sup>1</sup>
- Snack & lunch provided
- Attendance: full time or part time (set days)

#### 3) Miche ('Seedlings')

- 4+ year olds/Primary School
- Children start the September after they turn 4
- Monday- Friday, 8.30am- 3.30pm
- Morning snack, lunch & afternoon snack provided
- Attendance: full time
- Please see separate handbook for more info about our primary school provision

### TERMS & DATES

Our academic year runs from September to July. We follow the British term structure with half term breaks in May, June and October and end of term breaks in April, December and August. We close for all gazetted public holidays and have <4 additional in-house staff training days per year.

Please see our website ([www.chipukizi.com](http://www.chipukizi.com)) for this year's term dates.

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<sup>1</sup> Children in Mbegu are welcome to arrive later/leaver earlier if more convenient

## WHAT TO WEAR

Whilst our days will be slightly more structured compared to our younger group, we won't be spending any less time outdoors. We are therefore just as likely to get as mucky as ever!

With this in mind, please consider dressing your little person in...

- Layers for variable weathers
- Trousers, shorts or leggings (*skirts and dresses can sometimes get in the way*)
- Comfy shoes that can be put on/taken off quickly & independently (*e.g. Crocs or shoes with Velcro*)
- A generous slathering of sun cream (*another coat will be applied to all children mid-morning*)

## WHAT TO BRING

- **Daily items:**
  - Full water bottle<sup>2</sup>
  - Bike: balance or pedal (our Miche *bike track* is pedal-bike friendly)
  - Bike helmet for pedal bikes
  - Two complete sets of spare clothes
  - 'Dry bag' or similar bag to take home wet/dirty clothes
  - Sun hat
  - Wellies/gum boots and rain jacket during rainy seasons
  - *Please avoid bringing your own books, food or toys to Chipukizi unless the item is a comforter or 'lovie'.*
- **Items to be kept at school**
  - Factor 30+ sun cream
  - Oversized old shirt (to be used as overalls/painting apron)
- For swimmers, to be packed in a separate bag on Tuesdays:
  - Swimming costume
  - Ordinary, rectangular towel (please no 'jumper towels' or robes)
  - A 'dry bag' or similar to pack wet items
  - A jumper if your child isn't already wearing one
  - Water bottle
  - It's really helpful if your child wears crocs or slip on shoes on swimming days!

## FAMILIARITY/PREPPING/SETTLING IN

We strongly encourage you to talk with your child as much as possible before they join the Miche group. This might include chatting about their new teacher, the exciting new things they will be allowed to do, and any new routines this may bring for your family.

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<sup>2</sup> Water is served from jugs & cups at snack and lunch times and, depending on where your child is during other water breaks, a jug and cup station may be used then as well. Your child's water bottle may therefore sometimes come home still quite full. Rest assured they will have had plenty of water throughout the morning.

Please also reassure them that it's ok to feel nervous and, if they were previously part of the Mbegu group, that they will still spend plenty of time with their younger friends and siblings as well Tabby, Florence, Salome and the rest of the gang.

If you're totally new to Chipukizi, we are very happy to send you pictures of our staff, site and pets<sup>3</sup> in advance if you feel this will help to prepare them, or you can find a plethora of images on our Instagram ([wildschoolingkenya](#)) or website ([www.chipukizi.com](http://www.chipukizi.com)).

***Whether your child is new to Chipukizi or not, it is worth noting that things may be quite unsettled for everyone for at least the first half term. Rest assured, behavioural changes during this transitional period are very normal. Significantly longer days, new adults, new spaces and new routines are a lot to get used to. They will likely be quite sensitive when they get home each day and will need time and space to decompress. Lots of love and connection is needed during this time.***

## GETTING HERE

- Once at the gate for Longonot Farm (on Google Maps), inform the askari that you are going to Chipukizi.
- Drive down the main farm driveway and turn right at the crossroads. Passing the offices on your left (black wooden buildings), you will see a carport/garage at the end with a gate to the left that looks like it's going into a garden.
- Drive through the gate and follow the track to our internal parking area.
- Once parked, look for the 'secret door' in the hedgerow.
- If the door seems locked, reach around and turn the Yale lock on the rear side.

## DROP OFFS (8.30am)

Regardless of how much your child enjoys school, there will be days when drop off will be a delicate time and tears will flow. This is totally normal.

### HELP AT DROP OFF:

As staff, it can be hard to know when to 'swoop in and help' with children/parents who are struggling at drop-off. Staff will therefore not get involved in goodbyes with your child unless we see you make the following signal:

***Making eye contact with or calling the name of your preferred staff member and raising a hand 🙋🙋***

This will signal to that staff member that you have said your final goodbye and are ready for them to help distract your child/count to ten with you and take over so that you can separate from your child and leave the site or go down to The Bus.

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<sup>3</sup> Part of the charm of Chipukizi is that we are often lucky enough to (safely) encounter an eclectic variety of wildlife on site. Learning how to respect any and all creatures they may come into contact with is an integral part of our teaching as well as learning to look after the more domesticated feathered and furry members of our community.

*As tempting as it is, after this process has happened and you have signalled to a staff member to assist, please resist the temptation to return again to re-comfort your child. We completely understand that it can be heart wrenching to hear your child upset once you've departed, but we assure you that they will calm within minutes and starting the process again will only make the next day harder! They are deeply loved at Chipukizi and we promise that they will be held and supported throughout their brief sadness.*

## **'HANDLE WITH CARE'**

On the topic of sadness, if your family is experiencing difficulties at home, it's helpful for us to be made aware that something is going on as it will likely impact on your child's behaviour on site. We understand that you may not always wish to share details, but if your child is coming to play with us after a difficult night or weekend, please just message us before a session just saying '*handle with care*'. Nothing else will be said or asked. This will just let us know that your child may need extra time, patience, help and love during the session.

## **PICK UPS (3.30pm)**

We kindly ask that parents wait outside of the Miche area until a staff member opens the gate.

*Please be aware that as soon as you are on site and have connected with your child, it is assumed that all responsibility for your child and their safety has been handed back over to you (or whoever is collecting).*

It is also worth being aware that, whilst the main Chipukizi door shuts automatically, it is still possible for children to slip out ahead of you by following other families out of the door and into the carpark. We encourage an 'around the outside' system for pedestrians in the carpark, but still strongly urge you to keep up with your children so they don't rush out into the parking area.

We will not release a child to anyone other than the adults specified on their registration forms unless we have been informed directly by a parent/guardian. If in any doubt, we will check the person's identity by ringing you.

Whilst the majority of our communication is done over Tapestry (see below), staff will always be around at handover to pass on any time-sensitive information about your child's day e.g. incidences or injuries. In cases of the latter, whoever is collecting your child may be asked to sign the first aid record book before departure if necessary.

## **FLEXI-SCHOOLING**

It's generally expected that children in the Miche group attend on a full-time basis.

If, for whatever reason, you do not feel that this is appropriate for your child/family, please talk to us about what flexi-schooling options could be accommodated.

**FOOD****Morning snack:** 10am**Lunch:** 12pm**Afternoon snack:** 2pm

We operate a system whereby all staff and children are split into mixed aged '*Food Families*'. Each Family is led by one or two Miche/Primary pupils, whose responsibility it is to lay the table, serve and help the younger members of their group make healthy food choices.

**MORNING SNACK:** Morning snacks consists of a main item, two fruit options and either plain yoghurt, froyo (frozen yoghurt + berries) or a smoothie<sup>4</sup>.

**LUNCHES:** Families rotate through a different carbohydrate-base each day of the week (e.g. chapatti & rice, linguine, home-make pizza bases, home-made wraps, baked potato etc), to which they then add at least 2 proteins and 2 vegetable options from the buffet-bar<sup>4</sup>.

**AFTERNOON SNACK:** Another main item and one piece of fruit.

All children help to clean up after themselves, learning about waste segregation, composting and hygiene.

Please let us know if your child has any known allergies (and similarly if they grow out of any that we are already aware of).

**Eating Ethos:**

When averaged across a timespan, children will generally regulate their own food intake. We therefore believe that pressurising a child to eat, using bribery or not letting them down from the table until they have 'finished what's on their plate' can increase the chances of them developing a negative relationship with food later in life. If children do not want to eat anything during meal times, then this is not pushed.

However, they are still expected to have washed their hands and to join their *Food Family* at the table for as long as is developmentally appropriate.

**Adults:**

Tea, coffee (normal and decaf), herbal teas- and **biscuits... if you're lucky!**- are always available for parents and caregivers down at **The Bus**. Please use a **lidded cup** (under the sink) if you're walking around the site.

Mealtimes can become quite hectic when there are too many adults present, each with their own rules/expectations. Where possible, please try to avoid the temptation to get involved if working down at The Bus during mealtimes!

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<sup>4</sup> See website ([www.chipukizi.com](http://www.chipukizi.com)) for specific menu



## 2. FURTHER INFO

### COMMUNICATION

#### 1. Verbally/in person with class teachers

This is best used for **quick, day-to-day information** (for example, if your child has an injury we should be aware of or may need 'handling with care' that day– see above).

We kindly ask that parents **avoid lengthy conversations with staff at drop-off and pick-up**, as these are very busy times when staff are welcoming, settling, and saying goodbye to several children at once.

Families using the school bus are very welcome to share this type of information via the **school WhatsApp**, and it will be passed on to the relevant staff.

#### 2. Via Parent Representatives

These are nominated parents whom you can approach with **logistical questions** (for example, where to find specific information) or to **confidentially share suggestions or raise general issues** that you may prefer not to raise directly. Parent Representatives meet regularly with management to share feedback. Parent Reps:

1. **Anna** (mother of Max, Mylo & Freddie). What's App: +447738559861.
2. **January** (mother of Aila & Cera). What's App: +254720736970.

#### 3. Request a meeting with specific staff/management

Due to the **ongoing feedback shared via Tapestry (see below)**, we do not write end of term reports or hold formal parent–teacher consultations. However, if you would like to discuss any **specific issues, concerns, or feedback about your child** that have not been covered on Tapestry, you are very welcome to request a meeting with Management or a relevant staff member via the **school WhatsApp**.

#### 4. Open door policy

Our director operates an Open-Door policy, please feel free to pop in anytime for a cup of tea.

#### 5. Memos/weekly updates on the parents What's App group

Information about the following week is usually shared on **WhatsApp** as a **JPEG** on Fridays. Please make sure to read the **'Memos' column** each week to stay up to date.

## 6. Tapestry & PLODS

We communicate, discuss and celebrate your child's adventures through a purpose built, online journal system called [TAPESTRY](#).

A bit like a ship's log, Tapestry is perfect for securely sharing their experiences through photos and observations as well as acting as a two-way platform for collaboratively working through the occasional bump in the road.

For new families, a link will be shared with you over email once your child has been registered and entries will be made weekly about the preceding week's sessions.

## CONTACT NUMBERS

The school What's App number (0796851755) is monitored between 8am and 4pm Mon-Fri. Please do not contact staff directly on their personal lines/emails.

In emergencies, 0712119849 (Beth) or 0722205458 (Mike) can also be called.

## PROGRESS & DEVELOPMENT

### PLODS

'PLODS' (Possible Lines of Development) are areas that we work on with each child in order for them to get the most out of their Chipukizi experience. They provide us with an age/stage appropriate focus when planning for and interacting with your child and we give brief feedback about each one at the end of each Tapestry entry.

PLODS are informal and can be to do with any element of your child's experiences on site: social, emotional, physical or academic (e.g. *'to work on recognising numbers 1-10 in their written form'* or *'to experiment with strategies for regulating frustration'*).

When we feel a child has achieved a PLOD it gets replaced with a new one.

PLODS aren't necessarily shared with children but we feel it's important to share them with parents/guardians on Tapestry in case you feel it would be helpful to work on any aspect of them at home to support what we're doing on site.

It should be highlighted, however, that these are just *possible* lines of development. They are neither formal/rigid nor exclusive.

### ASSESSMENTS

We do not believe that formal summative or standardised assessments have a place in lower primary education. Extensive research in education and developmental psychology suggests that children who feel inadequate or "not good enough" at such a young age, or who are encouraged to compare themselves



with their peers, can experience significant harm—not only to their self-esteem, but also to their attitude to learning and, ultimately, their future attainment, both academic and otherwise.

Equally, children who are frequently praised for winning or positioned as “the best” can develop similar levels of anxiety about school. The pressure to always perform well can lead more able children to avoid challenges they do not immediately find easy, for fear of disappointing others or failing to meet expectations.

We therefore do not conduct any formal summative/standardised assessments but rather- as is good teaching practise anyway- conduct *continuous formative checks*, unbeknownst to the children, in order to paint a holistic picture of where each individual child is at socially, emotionally and academically at any point in time.

Staff are then able to reflect upon this continuous feedback and constantly adjust their practise in real time or feed it into the planning, setup and delivery of future lessons/sessions/activities in accordance with the identified needs of each child in the group. The aim is to ensure that each child is able to access and benefit from the learning opportunities presented to them at a level and speed that is appropriate and expected *for them as individuals*.

Our small class size and low staff-to-child ratios help enormously with being able to rely on this process and we feel this reflective method of ensuring progress renders most summative assessment redundant.

## EARLY YEARS FOUNDATION STAGE PROFILE

We do, however, formulate an informal *baseline profile* of where each child is at/what they’re already able to do within the first 6 weeks of their Reception year in order to be able to compare it to their ‘Early Years Foundation Stage Profile’ conducted by most British curriculum schools at the end of the Reception year. This profile serves as helpful handover information if your child were to change schools, as well as helping to consolidate the observations and reflections (e.g. through Tapestry) that have been carried out continuously throughout the year. This process is reflection/judgement-based rather than requiring the child to have to do anything specific or perform under assessment; they won’t even know it’s happening.

## HOMEWORK

...no thank you.

## CURRICULUM

We follow the **British Curriculum**: the Early Years Foundation Stage (EYFS) for Reception (4–5-year-olds) and the National Curriculum from Year 1 onwards.

Alongside this, we base our learning on a simplified version of the **International Baccalaureate Primary Years Programme (IB PYP)**. We map the multidisciplinary<sup>5</sup> objectives of the British Curriculum under the IB PYP’s more transdisciplinary themes, which provide a coherent, inquiry-led framework for learning.

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<sup>5</sup> The British Curriculum EYFS is broken into 7 subject areas: Literacy; Mathematics; Understanding the World; Expressive Arts + Design; Communication and Language; Physical Development & Personal and Social Development.

These themes are:

- 1) Who We Are.
- 2) Where We Are In Place and Time.
- 3) How We Express Ourselves.
- 4) How the World Works.
- 5) How We Organise Ourselves.
- 6) Sharing the Planet.

Themes are explored via ‘central ideas’ (usually project-based units) which explore multiple *lines of inquiry* (questions/problems that need solving). This means that instead of learning ‘Literacy’ or ‘Mathematics’ as stand-alone subjects, we explore the subject-based skills specified by the British Curriculum through *inquiry driven, transdisciplinary, conceptual, theme-based learning*.

## WHEN WILL MY CHILD READ/WRITE?

Your child will be taught to read using **phonics**—an approach to reading that focuses on blending sounds together to form words, rather than recognising individual letters in isolation. There are many phonics programmes available, but we have chosen the highly structured and systematic **Read Write Inc.** programme.

In Reception (4–5 years old), children begin by learning letter formations and the sounds they make, gradually starting to blend these sounds to read simple words. However, the pace at which phonics is introduced and practised depends on each child’s readiness. We do not force children to read before they are developmentally ready. Equally, we never hold back a child who shows genuine interest and enthusiasm; much like toilet training, when children are ready and motivated, progress often happens very quickly.

This is not to say that very young children cannot be taught to read, but pushing too early can undermine confidence and enjoyment, making learning feel like an uphill struggle. It is also important to note that while early reading can sometimes be associated with advanced development, a later start does not indicate lower ability. Research shows that phonological decoding skills and broader academic intelligence develop independently of one another, so we allow children to lead the process.

We do, however, aim for all children to be working at a broadly comparable literacy level to their peers in other schools by the end of Year 1 (around six years old). The starting point and pace may vary, but our expectations for long-term outcomes remain high.

## WHAT CAN I DO TO SUPPORT MY CHILD’S LITERACY?

### 1. Understand phonics

If you would like to support your child’s reading at home, it is important to pronounce phonics sounds correctly. We recommend the following guide to support this:

[PHONICS SOUNDS PRONUNCIATION](https://www.youtube.com/watch?v=y11gUENB4-c) (<https://www.youtube.com/watch?v=y11gUENB4-c>)

However, please do not feel tempted to turn home life into an extension of school. Children will learn to read and write successfully without additional home intervention or extra tutoring.

## 2. Read to your child

Simply reading to and with your child is a far more effective—and enjoyable—way of supporting their learning at home. We appreciate that life is busy, but even ten minutes of shared reading each day can make a significant difference to your child's education.

As you read together, you may begin to encourage your child to follow the text with you. However, especially in the early stages, it is far more important that stories and reading at home simply 'fill their cup': building emotional connection, positive associations and a sense of enjoyment around books.

Our school library is available to all families, and we warmly encourage you to make use of it.

## SPECIAL EDUCATIONAL NEEDS & DIABILITIES (SEND)

### *Non-discrimination:*

Considering our ethos, it goes without saying that we actively welcome diversity within our group and would never discriminate against a child or their family based on race, colour, sex, gender, sexuality, family structure, religion, culture, background, national origin or disability. By the very nature of our set-up, however, joining our group may not always be the most appropriate or beneficial choice for every child.

### *Existing needs:*

New children joining us who have already been identified as having additional needs will be discussed on a case-by-case basis to ensure that we have the knowledge, training and provision to be able to accommodate them safely and provide a valuable and constructive experience for all.

### *Arising concerns:*

We are not qualified SEN diagnosticians. Any arising concerns with a child's development who is already part of our group will be raised sensitively and directly with parents/guardians who are then encouraged to seek professional assessment and support. As per above, any arising additional needs will be discussed on a case-by-case basis and if we feel we can continue to safely and constructively meet your child's needs on site without detriment to them or others, bespoke plans can then be made to support families, children and professionals moving forward.

## BEHAVIOUR MANAGEMENT- OUR APPROACH

A gentle approach to raising children is not synonymous with being permissive. Clear, consistent boundaries remain essential for keeping everyone safe, calm and happy. Undesirable behaviour can have a significant impact on the learning, development and wellbeing of both the child involved and those around them, and is therefore something we actively and thoughtfully address on site.

How we encourage positive actions and decision-making, manage unwanted behaviours, and determine when and how to intervene is a fundamental part of our ethos and staff training. Central to this approach is the understanding that **behaviour is communication**—particularly for young children who do not yet

have the language to express complex thoughts and emotions. How a child behaves often reflects what they are feeling and what they need.

Young children have limited tools for coping with big emotions such as anger, sadness and frustration. When faced with unpredictability or a lack of control, they can quickly become overwhelmed. As emotional intensity rises, cortisol levels increase, the thinking brain temporarily disconnects, and a fight, flight or freeze response may take over. At this point, unwanted or defensive behaviours can emerge. These behaviours are often a child's way of communicating: *something doesn't feel right and I need help to process and regulate it*.

Our approach is therefore gentle and compassionate, while maintaining clear expectations and consistent boundaries around how children communicate their needs and treat one another. We do not support the use of time-outs, naughty corners or reward charts, and we never use fear, shame or bribery as behaviour-management tools. A child will never be left to manage upset or anger alone (unless they explicitly request space, in which case we remain close and available), nor will they be made to feel shame for crying or expressing strong emotions. All feelings are valid; however, not all behaviours are acceptable.

A key focus of our work with children is helping them understand this important distinction: *it is always okay to feel a certain way, but it is not always okay to behave in a certain way* (for example, it is okay to feel angry; it is not okay to hit).

The aim of emotional regulation is not to shield children from experiencing big feelings—however loud or messy these may be. Anger, frustration and sadness are a natural part of being human, and research increasingly shows that suppressing emotions can lead to greater difficulties later in life. Our role as adults is to support children in **recognising, understanding and regulating** these feelings when they inevitably arise.

This is a gradual process. Self-awareness, self-regulation and impulse control take time to develop and are challenging skills at any age. We also recognise that families may approach behaviour differently at home. However, for our community to function effectively, it is essential that all adults on site operate from a shared understanding. Consistency allows us to remain both compassionate and predictable for children.

For this reason, we strongly encourage new families to read our behaviour policy and explore the additional resources available on our shared drive.

We are also enthusiastic advocates of the *Big Little Feelings* video series. These short, accessible videos introduce parents and caregivers to the basic neuroscience behind children's behaviour and provide practical, research-informed strategies for supporting children aged 1–6. Please ask to be sent the link.

## PHYSICAL CONTACT & SAFEGUARDING

Positive and appropriate physical contact plays an incredibly important role in the making and maintaining of healthy relationships at all ages, but it is especially important for young children.

We aim for all children to feel safe, comfortable and loved when in our care.

For these reasons, your child's natural and healthy need for cuddles, contact and being held will be readily met by our staff.

However, it is also vitally important to teach our children *Body Safety* and well as ensuring the safety and welfare of our children at all times by safeguarding against any potential harm as outlined in our [Child Protection and Safeguarding policies](#).

These includes but is by no means limited to:

- Ensuring policies and trainings are in place for intimate care routines (e.g. washing, dressing, nappy changing, using the toilet etc.)
- Teaching our children all elements of *Body Safety*
- Ensuring that all staff, including regular workshop providers, have clean police clearance certificates (renewed annually).
- Ensuring that all staff complete *Safeguarding* and *Child Protection* training every 3 years (with annual in-house refreshers) and have an up-to-date understanding of child protection, including being able to identify signs and symptoms of abuse in all its form and how to raise these concerns through appropriate channels.
- Operating a powerful and supportive *whistleblowing policy* to help adults on site raise any concerns relating to colleagues, parents/caregivers, managers and any/all others and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in our group.

## FIRST AID & EMERGENCY PROCEDURES

Health, Safety and risk control is something we take very seriously.

- Safety checks of equipment and the surrounding areas are carried out daily.
- Formal risk assessments are kept up to date.
- Regular grounds maintenance is conducted.
- Trees are inspected quarterly by an external consultant.
- All full-time staff are certified first aiders (with additional training in paediatric first aid).

It should be noted, however, that by the very nature of being outdoors, and by the very definition of Forest Education, controlled and calculated risk cannot- and should not- be completely eradicated from our everyday interactions with our environment. Understanding and assessing risk is one of the key skills developed in Forest Schools, and we have a separate *Health and Safety policy* detailing not only how we ensure that the necessary protocols are in place to keep everyone safe, but also how we help our children to develop their own risk awareness and assess their personal capabilities and limitations.

### EMERGENCY PROCEDURE:

1. AMREF called to dispatch the nearest ambulance (usually Red Cross)
2. Parents informed
3. Simultaneous administration of appropriate first aid
4. If parents are unreachable, the ambulance team will be instructed to take patients straight to Aga Khan University Hospital, Nairobi (via Nairobi Women's Hospital, Naivasha, if deemed medically necessary)

We ask that all children have valid AMREF/Maisha Air Ambulance cover at all times (\$25 per year: <https://flydoc.org/maisha/products/>)

Please see separate *Health and Safety policy* on our [shared drive](#).



### 3. REGISTRATION/ENROLMENT

#### REGISTRATION & FEES

In order to register, we ask that families complete the following:

- 1) Enrolment form
- 2) Terms and Conditions Agreement
- 3) Emergency Treatment & Health form

A joining fee applies to all children joining Miche and will automatically appear on your first invoice.

#### Payment schedules

Fees may be paid **monthly** (split into 12 equal payments per year) or **termly** (split into 3 equal payments per year).

- For **monthly payments**, invoices are issued on or before the **first Monday of the new month** and are due by the **Friday of that week**.
- For **termly payments**, invoices are issued on or before the **first Monday of the new term** and are due by the **Friday of that week**.

#### Optional Activity Add-Ons

Whilst the majority of our specialist activities are included as part of the Chipukizi programme, there are a small number of optional extra-curricular add-ons with limited places available at an additional cost.

Please indicate on your enrolment form if you would like your child to take part in any of these sessions.

There are always a number of children in each group who do not take part in paid activity add-ons and are instead offered an alternative activity led by a member of our internal staff during these times. There is therefore no pressure to sign up for paid activities, and your child will not feel left out.

#### Changes to Attendance

For children in the Miche group, we require **one full term's notice in writing** should you wish to withdraw your child and therefore cease fee payments. This notice period also applies to any optional activity add-ons.

## BURSARY FUND

By end of 2026, we aim maintain a minimum of a 60:40 ratio of full paying vs bursary assisted places.

- Able and willing families are encouraged to donate into our community bursary fund.
- Any family who may require financial assistance in order to attend Chipukizi may apply for help from this fund.
- Existing families are also welcome to apply should their financial circumstances change.
- Additional bursary contributions apply to employer-paid fees.

Please get in touch if you would like to receive more information about the bursary application process or making monthly donations.

*Kindly note that families who donate into or are supported by the bursary fund remain strictly confidential.*

A full breakdown of our payment policy can be found in our [Terms and Conditions agreement](#). Please see our [website](#) for our current fee structure.

## FURTHER QUESTIONS

Phew, that was a lot of information! Please don't hesitate to contact us if you have any further queries or would like to seek clarification on anything mentioned above. We'd *much* rather answer a million questions to help ease the transition for you and your child than have you feeling uneasy or unsure about anything before you start.

+254 796 851 755 (What's App only) or +254 712 119 849

**We can't wait for you to join us!**

## **Our Chipukizi Chant**

*(Performed daily at the end of our 'log circle meetings')*

Can you stand like a star with your arms out wide?

Can you tickle your toes, swing side to side?

Can you reach up tall and touch the sky?

Can you crouch down low and jump up high?

Can you jiggle all over like a wobbly jelly?

Can you pat your head and rub your belly?

We are kind *(action: make a heart shape with your fingers)*

We are fearless *(action: hands in fists in front of you like a strong man)*

We are important *(action: arms straight up in the air)*

We are enough *(action: arms wrapped around body like a self-hug)*

And if you don't like that, well, that's TOUGH! *(action: arms release from self-hug and cut through the air quickly as if a conductor signalling for silence)*

*Can you whisper 'good morning'?*

**CAN YOU SHOUT 'HELLO'?**

Are you ready to play?

Come on- lllllleeeeeettttt'ssssss ggggggooooooo!