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A. GENERAL INFORMATION-Policies

VISION STATEMENT

The philosophy of English School for Girls endeavours to sustain premier quality primary and secondary learning for all national or international female students in Kuwait. As a school, at our core, we endeavour to inspire and strengthen our female student body in all areas of their educational improvement and development. English School for Girls prides itself in its welcoming and nurturing environment where young females can realise their full potential in an international setting.

“Enriching Successful Girls”

MISSION STATEMENT

We endeavour:

- To discipline our stakeholders to be life-long learners.
- To always engender a spirit of team commitment in all our stakeholders.
- To base a school community on honesty, trust and respect.
- To foster fairness and flexibility positively in lifestyle and community.
- To nurture a community that is safe and secure in learning, environment and voice for an international world.

To secure achievement of the above, we are convinced we should:

- React and respond with sensitivity to the full complement of students’ educational needs.
- Promote development of a holistically educated individual.
- At all times pursue academic excellence.
- Encourage our students to be pro-active and participate in a range of activities outside our mandatory curriculum.
- Encompass international curricula in to our teaching and learning culture.
- Create effective partnerships within our stakeholders: students, parents and school (staff and AEC).
- Be internationally-minded in our nurturing environment.
- Through the giving and receiving of knowledge and resources interact locally, internationally and globally with respective communities.

CONTEXT STATEMENT

English School for Girls is working towards being a member of BSME and an associate member of COBIS.

English School for Girls is an accredited school for Cambridge and Edexcel International Examinations Boards for; IGCSE, GCSE, A/S Levels and A Levels.

English School for Girls is soon to be accredited to run the International Primary Curriculum.

English School for Girls is accountable to the Kuwait Ministry of Education by Ofsted Inspectors.
**English School for Girls’**  
**Learning Definition**

*English School for Girls* understands learning to be a continuous life-long journey in the endeavour to acquire new skills, knowledge and understanding: to deepen cultural, moral, social and spiritual values in harmony with Human Rights: to become successful, internationally minded, 21st century citizens and role models.

**TEACHING FOR LEARNING POLICY**

English School for Girls is at the heart of the community. We are committed to developing a learning environment which is:—

- **Discipline**
- **Team commitment**
- **Honesty, trust and respect**
- **Fairness and flexibility positively**
- **Safe and secure**

*English School for Girls* is dedicated to pursuing excellence through a school for learning.

**Students for Learning:**

- Can explain what they are doing and why
- Are learning from the beginning to the end of a lesson
- Know how learning happens and use their knowledge to maximise their own learning
- Can describe the goals or performance requirements of what they are doing
- Can describe the criteria by which their work will be assessed
- Ask relevant questions
- Are involved in self and peer assessments based on established criteria
- Use these criteria to guide and revise their learning
- Set relevant goals based on feedback.

**Class/Subject Leaders for Learning:**

- Considers ‘what do the students need to learn?’ and then plans everything around that
- Judges success lesson-by-lesson on learning outcomes rather than teaching activities
- Has high expectations of students
• Uses a differentiated learning approach to respond to students’ needs, strengths and ways of learning
• Spends more time facilitating learning than on low-impact classroom organisation systems
• Measures their own success by the learning success of the students.

**A Leader for Learning:**
• Talks to students and teachers about learning
• Has a public, persistent passion for learning
• Articulates the core values of the school in terms of student and adult learning
• Creates a climate that supports collaboration
• Fosters a culture of informed professionalism
• Encourages critical reflection through learning-focussed dialogue
• Devotes a significant proportion of his/her time to learning related activities rather than other transactional duties.

**A Curriculum for Learning:**
• Has clear, unambiguous leaning goals that establish the key learning that children and students should achieve
• Supports differential acquisition of Knowledge, Skills and Understanding
• Is shared throughout the school
• Has some flexibility for class/subject leaders to amend it
• Is based on current and continuing research about how learning happens
• Is built around engaging children and students rather than just occupying them.

**Structures and Systems for Learning**
• Reduce the number of low-impact Class/Subject Leader and student behaviours in the school
• Ensure that there is a consistency of approach focused on learning
• Support the induction of new colleagues into a school’s learning focussed mission and vision
• Help reinforce the school’s purpose to all stakeholders.

**Within our ethos for Learning:**
• English School for Girls’ staff and students share a positive attitude towards learning
• Learning is embedded throughout the school
• Learning is visibly celebrated
• Staff development is planned and based on identified needs
• The atmosphere of the school helps develop time for learning

• Everyone is school engages realistically in a learning process of some sort.

**Within a Community for Learning:**

• All stakeholders in the school are committed to their own learning

• All stakeholders in the school are committed to each other’s learning

• The surrounding community is involved and committed to learning

• The physical environment and resources of the school are utilised for learning for all

• The physical environment and resources of the school are utilised for learning outside of normal ‘school’ hours.

**Our Language for Learning**

• Allows staff and students to distinguish between New and Consolidated Learning and between Knowledge, Skills and Understanding

• May also include terms to describe different learning styles and multiple intelligences

• Supports learning-focused dialogue and encourages critical reflection throughout the school

• Shall cross between senior leaders, class/subject leaders, children and parents and back again i.e. dialogue is being conducted in the same learning-focused language.
<table>
<thead>
<tr>
<th>What are we going to do?</th>
<th>Who is involved?</th>
<th>How long will it take?</th>
<th>What will it cost?</th>
<th>How will we know we have been successful?</th>
<th>Did we do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display work being learning focused</td>
<td>Whole School</td>
<td>Induction Week-Ongoing</td>
<td>Within Art and Department budgets</td>
<td>If used as a teaching resource Engages students in learning dialogue</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Whole School- individual school sections</td>
<td>Throughout the year (baseline/NFER/Cambridge?/summative feedback)</td>
<td>Resource budget with NFER covered for academic year 2014-2015</td>
<td>Evidence based analysis to feed in to raising of standards</td>
<td></td>
</tr>
<tr>
<td>Reporting</td>
<td>SMT and Whole School</td>
<td>Term 1-review of current system-Whole School</td>
<td>In budget for academic year 2014-2015. PD-no cost</td>
<td>Parental feedback Analysis capability from results</td>
<td></td>
</tr>
<tr>
<td>Student Tracking</td>
<td>Whole School</td>
<td>Continuous-embedded</td>
<td>In house-current system. Creation of templates-Google Docs-no expense</td>
<td>Evidence used to assess school strengths and weaknesses. Evidence support for SEN/G&amp;T</td>
<td></td>
</tr>
<tr>
<td>Marking</td>
<td>Whole School-School Sections-Departments</td>
<td>Term 1 policy drafting Ongoing monitoring</td>
<td>No cost-within PD no charge</td>
<td>Learning feedback checked/analysed in tracking analysis of raising standards.</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Whole School-School Sections-Departments</td>
<td>Ongoing</td>
<td>No cost out of budget</td>
<td>Checked by SMT. Analysis tracking to see if standards raised</td>
<td></td>
</tr>
<tr>
<td>Learning Walks</td>
<td>SMT</td>
<td>Monthly observation-seen/unseen</td>
<td>Within budget</td>
<td>Improvement of issues raised from learning walks</td>
<td></td>
</tr>
<tr>
<td><strong>Raising of standards</strong></td>
<td>Whole School</td>
<td>Continuous (tracking and subsequent analysis)</td>
<td>Resources purchased within budget- new courses/Teacher resources</td>
<td>IGCSEs-25% raise overall in pass rate ‘D’ and above. A*-C of 5 passes-10% raise. Move to levels for some year groups some students push for 3 sub-level raise.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td><strong>AFL</strong></td>
<td>Whole School</td>
<td>Induction Week-ongoing</td>
<td>Within budget</td>
<td>Used as part of analysis of raising of standards</td>
<td></td>
</tr>
<tr>
<td><strong>Gifted and Talented</strong></td>
<td>Whole School- limited numbers</td>
<td>Initiated but ongoing on a year by year basis</td>
<td>Within budget</td>
<td>Separate programme to stretch gifted learners.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Support</strong></td>
<td>Whole School- limited numbers</td>
<td>Ongoing on a year by year basis-support given analysed according to needs</td>
<td>Within budget/utilization of staff with light timetables</td>
<td>Student improvement in area of weakness. Withdrawal of level of support</td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Whole School</td>
<td>Ongoing but shall increase in breadth</td>
<td>Accounted for in budget</td>
<td>Student/Parent voice of satisfaction. Students opt for subjects at IGCSE exam level</td>
<td></td>
</tr>
<tr>
<td><strong>Award Programmes</strong></td>
<td>Pastoral leaders</td>
<td>Now for commencement of new academic year 2014-2015</td>
<td>Within budget</td>
<td>Increase in merit awards/number s on award trips.</td>
<td></td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td>SMT- Head of faculty</td>
<td>Present for uploading for summer 2014 onto website and in handbook.</td>
<td>Within budget</td>
<td>Impact of policies has desired effect on staff and students-raising of standards.</td>
<td></td>
</tr>
</tbody>
</table>
VISION STATEMENT

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Why is Internet use important?

- The purpose of Internet use in school is to raise educational standards, to promote student achievement, to support the professional work of staff and to enhance the school’s management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and students.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.
- The Internet is an essential element in 21st century life for education, business and social interaction.
- The school has a duty to provide students with quality Internet access as part of their learning experience.

How does the Internet benefit education?

Benefits of using the Internet in education include:
- access to world-wide educational resources including museums and art galleries
- educational and cultural exchanges between students world-wide
- cultural, vocational, social and leisure use in libraries, clubs and at home
- access to experts in many fields for students and staff
- staff professional development through access to national developments, educational materials and good curriculum practice
- communication with support services, professional associations and colleagues
- improved access to technical support including remote management of networks
• mentoring of students and providing peer support for them and teachers.

How will Internet use enhance learning?

• The school Internet access will be designed expressly for student use and will include filtering appropriate to the age of students.
• Students will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
• Internet access will be planned to enrich and extend learning activities of students.
• Staff will guide students in on-line activities that will support the learning outcomes planned for the students’ age and maturity.
• Students will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

How will students learn to evaluate Internet content?

• If staff or students discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the ICT teachers, ICT technician, or school leaders.
• The School will ensure that the use of Internet derived materials by staff and by students complies with copyright law.
• Students will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
• Students will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

How will e-mail be managed?

• Students may use only approved e-mail accounts on the school system.
• Students must immediately tell a teacher if they receive offensive e-mail.
• Students must not reveal details of themselves or others in e-mail communication, such as address or telephone number, or arrange to meet anyone.
• Access in school to external personal e-mail accounts may be blocked.
• Excessive social e-mail use can interfere with learning and may be restricted.
• E-mail sent to an external organisation should be written carefully and must be authorised before sending, by the appropriate staff member, in the same way as a letter written on school headed paper.
• The forwarding of chain letters is not permitted.

How will Website content be managed?

• The point of contact on the Website is the school address, school e-mail and telephone number. Staff or students’ home information will not be published.
• Students’ full names will not be used anywhere on the Website, particularly in association with photographs.
• Written permission from parents or carers will be obtained before photographs of students are published on the school Website.
• The Website nominee will take overall editorial responsibility and ensure that content is accurate and appropriate.
• The Website will comply with the school’s guidelines for publications.

Can Chat be made safe?

• Students will not be allowed access to any chat rooms.
Are proxy servers permitted?

- Students will not be allowed access to any proxy server sites. (Students found accessing these sites will be given a detention and their internet access blocked*.) * - Length of blocked access will vary depending on each circumstance.

How can emerging Internet applications be managed?

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile phones are prohibited during lessons or formal school time. The sending of abusive or inappropriate text messages is forbidden.

How will Internet access be authorised?

- The school will keep a record of all staff and students who are granted Internet access. The record will be kept up-to-date, for instance a member of staff may leave or a student's access be withdrawn.
- Students must apply for Internet access individually by agreeing to abide by the Responsible Internet Use statement.
- Parents or carers will be asked to sign and return a consent form.

How will the risks be assessed?

- In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for students. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school therefore cannot accept liability for the material accessed, or any consequences of Internet access.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence.
- Methods to identify, assess and minimise risks will be reviewed regularly.
- The school leaders will ensure that the Internet policy is implemented and compliance with the policy monitored.

How will filtering be managed?

- The school will work in partnership with parents and the Internet Service Provider to ensure systems to protect students are reviewed and improved. The main filtering will be carried out by the ICT department.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be referred to the appropriate authorities.
- Filtering strategies will be selected by the school, in discussion with the filtering provider where appropriate. The filtering strategy will be selected to suit the age and curriculum requirements of the student.
How will the policy be introduced to students?

- Rules for Internet access will be posted in all rooms where computers are used.
- Students will be informed that Internet use will be monitored.
- Instruction in responsible and safe use will precede Internet access.

How will staff be consulted?

- All staff must accept the terms of the ‘Responsible Internet Use’ statement before using any Internet resource in school and sign the declaration.
- All staff will be provided with the School Internet Policy, and its importance explained.
- Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- The monitoring of Internet use is a sensitive matter. Staff who operate the monitoring procedures should be supervised by senior leaders.
- Staff development in safe and responsible Internet use and on the school Internet policy will be provided as required.
- Staff will need to agree and sign the declaration form in direct relation to the Internet Usage policy.

How will ICT system security be maintained?

- The school ICT systems will be reviewed regularly with regard to security.
- Virus protection will be installed and updated regularly.
- Use of portable media such as floppy disks, memory sticks and CD-ROMs will be reviewed. Portable media may not be brought into school without specific permission and a virus check.
- Unapproved system utilities and executable files will not be allowed in students’ work areas or attached to e-mail.
- Files held on the school’s network will be regularly checked.
- The ICT teachers or technician will ensure that the system has the capacity to take increased traffic caused by Internet use.

How will complaints regarding Internet use be handled?

- Responsibility for handling incidents will be delegated to a senior leader.
- Any complaint about staff misuse will be referred to the whole school leader.
- Students and parents will be informed of the complaints procedure.
- Parents and students will need to work in partnership with staff to resolve issues.

How will parents’ support be enlisted?

- Parents’ attention will be drawn to the School Internet Policy in newsletters, the school brochures and on the school Website.
- Internet issues will be handled sensitively to inform parents without undue alarm.
- A partnership approach with parents will be encouraged. This could include demonstrations, practical sessions and suggestions for safe Internet use at home.
- Advice on filtering systems and educational and leisure activities that include responsible use of the Internet will be made available to parents.
How is Internet used across the community?

- Adult users will need to sign the acceptable use policy.
- Parents/carers of children under 16 years of age will generally be required to sign an acceptable use policy on behalf of the child.

Monitoring

School software will monitor and audit the use of the Internet to see whether users are complying with the policy.
Clarification around School Laptop use

There have been some concerns and queries around the use of the school laptops. This note is to help clarify some of those issues and reassure staff.

Most of the concerns have centred on worry about possible damage done to a laptop. Firstly, laptops are quite strong and will take reasonable knocks without causing any damage to them.

You will not be expected to pay for a new laptop if, for example, your car or apartment is broken into and the laptop stolen. You would be expected to report this to the Police and give a copy of the Police Report to your Principal.

A problem may arise if you drop the laptop causing the screen to break or internal components to be damaged. If it's in the laptop bag it quite likely to survive this. Spilling liquid onto the keyboard would cause serious damage. Be careful.

Your laptop is loaded with one of the best antivirus programmes (Kaspersky) in the world. This should protect your laptop from almost any viruses. However new viruses are being produced daily and so one could get through, you would not be held accountable for this.

However please follow a couple of simple rules:

- If you add a flash drive or hard drive to your computer, Kaspersky will probably ask if you want it to be scanned for viruses. The answer to click is always - Yes
- Don’t open emails from people who you have no connection with or are not expecting an email from.
- If your computer is operating strangely, do not connect it to the school network and inform one of the IT Technicians. They will probably be able to sort out the problem quite quickly.

If something has gone wrong, please tell your IT Technician, they may well be able to fix it at no cost to you.

1. The school network server filters many internet sites out because they are inappropriate or unnecessary in the school environment (e.g. Facebook and Twitter). It is normal to start a network with a narrow website base and add to it from there. There are quite a few websites that will need to be made available upon request and approval of the Technology Leader who will check the website and confer with the other Technology Leaders before asking the IT Technicians to allow access.

2. If you wish to add new software to your computer please ask your Technology Leader, they are gathering a list of appropriate ones that could be added. Clearly if this is commercial software for personal use then you would need to pay for this however if it is for school use then the school may consider purchasing it if the reasons are compelling. The most likely software staff may need to load is printer software; if this is the case refer this directly to your IT Technician.

3. If you want to use your laptop at home or elsewhere to access the internet please ask your IT Technician to adjust your computer settings. If you then wish to use Facebook or Twitter etc then that is your decision. Please be aware the school Cybersafety Policy applies to the laptop, if someone uses your laptop and accesses seriously inappropriate websites please tell the IT Technician as soon as possible. Your computer will then be checked and you will be asked to be more careful. School network software periodically scans all computers for inappropriate activity anyway.
I trust this clarifies some issues and reassures you. It is important that the laptop meets your needs while protecting the schools investment.
Happy computing,
Cyber Safety Policy

Rationale

This policy is designed to meet the school’s obligations to maintain a safe learning environment for staff and students. The overall goal is to maximize the educational benefits of communication technologies while minimizing the risks. This Cyber Safety Policy applies to all employees of the school and to all students. It also applies to teacher and other professional trainees assigned to the school from time to time.

Aims

Use of computers, the internet and other communication technologies at The English School for Girls is to be limited to educational usage appropriate in the school environment including professional development.

The communication technologies are available to staff and students under certain conditions, as outlined in the computer/cyber safety use agreements. The school will provide training for the staff and students with respect to the appropriate use of these technologies.

This policy, its procedures and the User Agreements refer to the appropriate use of computers, fax, phone, internet, scanners, copiers, email, mobile phones, digital cameras, video cameras, web cams, DVD’s and video within the school.

Appropriate cyber safety measures will be put in place and enforced by the school management team and the Leader ICT with the support of ICT staff. In order to ensure the safety of the school learning environment, action will be taken if these safety regulations are breached by students or staff.

The school staff will follow the agreed guidelines to prevent any use of the internet for purposes other than education. When using these technologies, the school will endeavour to minimise and where possible, stop students or staff using these to:

- Have contact with or possession of objectionable and questionable material. This includes pornography, violence, weapons, drugs, defacing of individuals, seditious material, breaches of Kuwait/International law and obscene written materials
- Have contact with questionable persons
- Pass on inappropriate materials
- Violate privacy and access rights
- Illegally use copyright material
- Illegally download software
- Use technologies to harass or bully others

المؤجّل

في التجربة، تستخدم الإنترنت ووسائل الاتصال الأخرى في المدرسة الإنجليزية لذوي الأبناء فقط في الاستخدام التعليمي والاستخدام الشخصي المخطط له في المدرسة. وتتضمن حدود التطور المهني.

تقدم المدرسة تدريبًا على جميع الموظفين للفئات التي مستخدمة في استخدام الإنترنت. تقديم EEPROM لاختبار احتياجات التدريب المهني.
Guidelines

1. The Whole School Leader and management team will be responsible for the support of the Leader ICT who will be responsible for the maintenance of a cyber-safety program in the school.

2. The necessary procedures will be put into place by the school to address cyber safety issues where the Internet and other communication technologies are used inappropriately or illegally by staff or students.

3. All staff and students must read and sign a Cyber Safety Agreement outlining the regulations and conditions under which computers and communication technologies may be used while at school or in any way which affects the safety of the school learning environment.

4. This will include the use of school computers for personal use after school hours.

5. Training for staff will be made available by management and the ICT staff.

6. Students will be supervised by staff while using school communication facilities. The degree and type of that supervision may vary, dependent on the type of technology concerned, where the equipment is physically situated and whether or not the student is able to access the Internet.

7. The school will provide an effective electronic filtering security system as well as setting all preferences to ‘safe’ modes. If deemed necessary, auditing of the school computer system will include all aspects of its use including personal network storage folders, use of Internet via IP address and school based e-mail accounts. This audit will be undertaken by the ICT technician and members of the senior management team.

8. The Whole School Leader maintains the right to check communication technology-related work or data of staff or students at any time, and to carry out a comprehensive investigation of any breaches of the school’s cyber safety policies. Such breaches will be taken seriously and be dealt with through the school’s disciplinary and support systems. In such incidents, there will be special attention paid to the need for specific procedures as regards the gathering of evidence. If illegal material or activities are suspected, the matter will be reported to the police.

9. The school will consult with the wider school community and provide opportunities to learn about cyber safety issues e.g. through newsletters and parent information sessions.

10. Educational material on cyber safety will be provided by management to staff and students, and to parents/caregivers. As well, additional safety education will be delivered, where relevant, through teaching programs.
سيتم وضع الإجراءات اللازمة من قبل المدرسة لتعامل مع المسائل المتعلقة بالاستخدام الغير سوي أو الخارق للقانون للاستيرات أو تقدمات الاتصال.

1. سيتم ضمان إجراءات التدريب على استخدام الإنترنت والروابط المحلية والتوعية بشأن استخدام أجهزة الكمبيوتر وتقييمات الاتصال أثناء الوجود في المدرسة أو بطريقة تُوفر على سلامة البيئة التعليمية في المدرسة.

2. هذا بالإضافة إلى استخدام الفuniq المخصص للاستيرات بعد الدوام.

3. سيتم توفير التدريب للموظفات من قبل الفريق الإداري وفريق تكثيف تكنولوجيا المعلومات والاتصالات.

4. يُجب الإشارة إلى الطالب أثناء استخدامهم لوسائل الاتصال الخاصة بالمدرسة. ستختلف درجة ونوعية الإشارات بناءً على نوعية الوسائ

5. المستخدمة ووضع وجوهاً وحساب إمكانية الطلب على استخدام الإنترنت.

7. ستتوفر المدرسة نظامًا في حال الترشيح الإلكتروني بالإضافة إلى تحويل جميع التفاصيل إلى النظام الأدنى. إن تطبيق الأمر سوف يتم التدقيق في أجهزة الكمبيوتر لجميع جوانب الاستخدام، وذلك بالإضافة إلى ملفات الحفظ الخاصة بالشبكة، استخدام الإنترنت من خلال عناوين بروتوكول الإنترنت وحسابات البريد الإلكتروني التابعة للمدرسة. سيتم إجراء هذه التدقيق من قبل أخصائيًا تكنولوجيا المعلومات والاتصالات وفريق الإدارة.

8. لدى مديرية المدرسة حق الفحص في جميع الأوقات لأي عمل أو معلومات خاصة بتكنولوجيا الاتصال والمعلومات أو البيانات، بالإضافة إلى توجيهات الشاملة لأي خرق في استخدام الإنترنت الأدنى. سيتم التعامل بع瑾 مع أي خرق للسياسة أو اتخاذ إجراءات نظام الضبط التابعة للقانون.

9. ستوفر المدرسة بيانات التدريب والإعلام في تدريب الفرص للاطلاع على المسائل المتعلقة بالاستخدام الأدنى للاستيرات وذك مثلاً من خلال الرسائل الإخبارية والسجلات الأولية الأموار.

10. ستوفر المدرسة تدريبة تكنولوجيا المعلومات حول استخدام الإنترنت للاستيرات ووسائل الاتصال والآليات و التابعة الأموار والأهلية كما سيتم تقديم معلومات الأموار الإضافية من خلال البرنامج التعليمي وفق الصلة بالشأن.

مصدر من قبل مديرية المدرسة

_________________________ Date

_________________________ Stamp:

Ratified by the Whole School Leader

Signed by the Whole School Leader
Cybersafety Agreement for Staff

General Policy

Staff use of the Internet, School Network and other communication technologies at The English School for Girls is for education and professional development. Personal use must be appropriate to the school environment.

All teachers will have a copy of, and understand the Information and Communication Technology Policy prior to signing this document.

Staff need to be aware that any incident involving material which is deemed ‘objectionable’ under the Kuwaiti Law could constitute criminal misconduct necessitating the involvement of law enforcement. In addition, involvement with any material which, while not illegal under the Law, is detrimental to the safety of the school environment, may constitute professional misconduct serious enough to require disciplinary action by the school.

A Staff use
1. All staff must read and sign the Staff Cyber-safety Agreement. The original will be filed by the office and a copy will be retained and referred to by the teacher.
2. Access to the internet at school will be by individual login and password only. This must be kept confidential. All websites, email and computer usage within the school will be monitored by a tracking system. You will be held accountable for all information accessed with your personal login and password.
3. Confidentiality and privacy must be maintained when accessing student or staff information via the school network.
4. The following inappropriate use of communication technologies, (e.g. mobile phones, e-mail etc.) may result in disciplinary action by the Principal:
   - Harassing others by the sending of inappropriate information
   - Accessing and/or forwarding of illegal material to others

School computers may not be used to access, create, edit or disseminate any information or internet sites that fall under any of the categories:
- Pornography
- Violence
- Crime/weapons
- Drug Use
Language/Profanity
Discrimination/Intolerance
Gambling

A  Staff responsibilities when using the Internet with students

1  Before ANY student can use of the Internet the school Student Cyber-safety Policy must be:
   • signed by the student and parent/caregiver
   • Handed to the ICT Leader/Cyber-safety Officer

2  Students may only login to the internet by using their own individual login and password

3  UNDER NO CIRCUMSTANCES may a staff member permit a student to login to the internet using any
    login and password other than their own

4  No students may be sent to a computer room unsupervised to use the Internet, in or out of class time.

5  Students are not permitted to use personal e-mail at school.

6  Inappropriate use of the Internet or any other communication technologies by a student must be
    reported immediately to the Cyber-safety Officer (ICT Leader) or the Management Leaders

B  Staff responsibilities when using the Internet with students

1  Before ANY student can use of the Internet the school Student Cyber-safety Policy must be:
   • signed by the student and parent/caregiver
   • Handed to the ICT Leader/Cyber-safety Officer

2  Students may only login to the internet by using their own individual login and password

3  UNDER NO CIRCUMSTANCES may a staff member permit a student to login to the internet using any
    login and password other than their own

4  No students may be sent to a computer room unsupervised to use the Internet, in or out of class time.

5  Students are not permitted to use personal e-mail at school.

6  Inappropriate use of the Internet or any other communication technologies by a student must be
    reported immediately to the Cyber-safety Officer (ICT Leader) or the Management Leaders
Photographs and Video

Sometimes photographs or videos are taken in the classroom which will be used for educational purposes. If you do not want your photograph to be taken please tick the box below and add your signature. If someone is taking photographs in the classroom you may need to remind them that you do not wish to have your photograph taken.

☐ I do not wish to have my photograph taken for educational purposes

I understand that if I break this agreement in any way I may lose the right to use the computer or any electronic equipment at school.

I understand that disciplinary action may be taken against me if I am found to be in breach of this signed agreement.

I have read and understood this agreement.

Name: ………………………………………………………………………………………………………………………………..

Signature: ………………………………… Date: ………………… Stamp
Cyber-safety Agreement for Students

This document guides students in the safe responsible use of ICT equipment, the internet and e-mail. All students/parents will have a copy of, and understand the Information and Communication Technology Policy prior to signing this document.

Read this sheet carefully:
- It is to be signed by both the student and the parent
- A copy is to be kept by the school
- A copy is to be given to the student and parents

I promise to do the following:
1. I will not share my login or password details with any other person. I understand that I may lose the right to use a school computer if I break this rule.
2. I will use the ICT equipment at school only for school work. ICT equipment includes: computers, the internet, digital cameras, video cameras, CD and DVD equipment, printers and other electronic equipment used in the school.
3. I will only use the equipment if there is a class/subject leader in the classroom.
4. I will only use e-mail or the internet when a teacher has given permission.
5. I will only go to internet websites as directed by my classroom leader.
6. I will not give my personal details such as name, address, telephone number or photograph to anyone on e-mail or the internet.
7. I will not give personal details of any other person such as name, address, telephone number or photography to anyone else on e-mail or the internet.
8. I must be sensible when using the Internet and other communication technologies. I know that I must not do anything that would hurt me or anyone else.
9. I will notify the class/subject leader immediately if I accidentally access an inappropriate website or if I feel unsafe.
10. I will notify the class/subject leader immediately if there are any problems with the equipment.
11. To reduce the likelihood of the spread of viruses I will always check with my class/subject leader before I use a portable file storage device such as flash memory, CD’s or DVD’s.
I understand that if I break this agreement in any way I may lose the right to use the computer or any electronic equipment at school.

I understand that my parents/caregiver will be notified and disciplinary action may be taken against me.

I have read and understood the school Computer and Internet Use Agreement for Students and understand that my child may not access the internet at school without this agreement being signed and returned to the Whole School Leader. I also understand there may be serious consequences if the rules are broken. I have gone over the information with my child and explained its importance.

I understand that while the school will do its best to restrict student access to offensive, dangerous or illegal material on the Internet or other communication technologies, it is the responsibility of my child to have no involvement in such material or activities. I also understand this Agreement applies to communication technologies my child brings into the school environment.

I give my permission for ........................................................................................................ Class ....................... to be given access at school to computers, the Internet and other communication technologies.

I have read and understood this agreement.

قرأت وفهمت هذه الاتفاقية

Name: ......................................................... Class: ..............................

Signature: ...................................................... Date: ..............................
Photographs and Videos

Sometimes photographs or videos are taken in the classroom which will be used for educational purposes. If you do not want your child’s photograph to be taken please tick the box below and add your signature. If someone is taking photographs in the classroom your child may need to remind them that you do not wish to have your photograph taken.

☐ I do not wish to have my child’s photograph taken for educational purposes.

للتصوير الفوتوغرافي والتصوير بالفيديو

في بعض الأحيان يتم التقاط صور فوتوغرافية أو صور فيديو داخل الصفوف، لاستخدام لأغراض تعليمية. الرجاء وضع إشارة في الجزء المناسب من الاتفاقية والتوقع على ذلك.

☐ أوافق على أن يتم التقاط صور لابني للاستخدام لأغراض تعليمية.

☐ لا أرغب بأن يتم التقاط صور لابني للاستخدام لأغراض تعليمية.

(يرجى مشاركة المعلمة بعد رغبتك في التقاط صور لها عند استخدام آلات التصوير داخل الصفوف)

Signed ........................................................................ Date: ........................................
ENGLISH SCHOOL FOR GIRLS
HEALTH AND SAFETY POLICY

AIMS

Our aims for Health and Safety are to:

1. Provide a safe and healthy environment for children, teaching and non-teaching personnel and all other people who come onto the premises of our school.
2. Ensure that all members of the school community understand their own responsibilities in maintaining a healthy and safe environment.

PRINCIPLES

The establishment of a health and safe environment is an essential prerequisite for the work of English School for Girls. It is also a legal requirement. It depends upon sound management, vigilant supervision and the co-operation of all personnel (children and adults).

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, parents, pupils and Head Office Personnel) work towards the school’s aims by:

1. Being fully aware of their own responsibilities for maintaining a safe and healthy environment.
2. Being familiar with all instructions and guidance of safety within the school.
3. Using common sense at all times to take responsible care for their own safety and that of others.
4. Reporting any unidentified hazards to the Whole School Leader or the Leadership Team (Section Leaders/Coordinators/Estate Supervisor) without delay.
5. Work towards the school’s aims by:

   • Ensuring that safe work practices and procedures are applied within the school.
   • Making termly inspections to ensure that a safe and healthy environment is maintained.
   • Establishing a system for the reporting, recording and investigation of accidents and ensuring that this is applied rigorously.
   • Ensuring that all members of the school community are aware of their own responsibilities.
   • Taking responsibility for devising and implementing a school Health and Safety Policy.
   • Monitoring and reviewing this policy and ensuring that necessary revisions are undertaken.
   • Ensuring that all staff are familiar with the Health and Safety Policy of the School.
   • Facilitating safety training for staff.
   • Taking active steps to ensure that equipment, buildings and grounds are safe, secure and well maintained and that any damage is quickly rectified.
   • Ensuring that there are arrangements for the speedy evacuation of the building in case of fire or other emergency and that fire-fighting equipment is available and maintained.

The Whole School Leader works towards the school’s aims by:

• Taking responsibility for the day-to-day operations of the Health and Safety policy.
**Teachers** work towards the school’s aims by:

- Promoting a spirit of safety consciousness amongst children, ensuring that they understand the need for codes of practice and are conscious of their responsibilities in taking reasonable care for their own safety and that of others.
- Being good role models – vigilant and careful.
- Taking quick, firm action to ensure that children are not allowed to jeopardise their own safety or that of others.
- Providing opportunities for children to discuss appropriate health and safety issues.
- Making sure risk assessments are carried out before any off-site visits.

**Pupils** work towards the school’s aims by:

- Developing a growing understanding of health and safety issues.
- Contributing to the development of codes of practice.
- Conducting themselves in an orderly manner in line with these codes.
- Taking growing responsibility for maintaining a safe and healthy environment and for their own safe conduct within it.

**Parents** work towards the school’s aim by:

- Ensuring that children attend school in good health.
- Providing prompt notes/phone calls to explain all absences.
- Providing support for the discipline within the school and for the teacher’s role.
- Ensuring early contact with school to discuss matters concerning the health and safety of their children or of others.
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.
- Accepting responsibility for the conduct of their children at all times.
- Ensuring that the school has up-to-date contact addresses and telephone numbers so that parents may be swiftly contacted in emergencies.

**The Estate Supervisor is responsible to the Whole School Leader for:**

- Ensuring, so far as is reasonably practicable, the health and safety provisions and procedures affecting cleaning contractors or ground maintenance contractors are adhered to.
- Ensuring that cleaning materials and equipment liable to be a danger to pupils or staff are correctly used and properly stored when not in use.
- Maintaining clean and effective school premises, including the safe storage and delivery of necessary fuels.
- Maintaining a high standard of housekeeping.
- Reporting to the **Whole School Leader** any problem or imminent danger associated with his responsibilities, as soon as it is practicable to do so.
- Liaising with the Health and Safety Co-ordinator to carry out regular inspections of school premises.

**Procedures**

1. **For ensuring involvement of all members of the school community we have:**

- Regular meetings of representatives of teaching and non-teaching staff to review health and safety issues.
2. **For providing children with opportunities to discuss health and safety issues we have:**

- A programme of personal and social education designed to promote mutual respect, self-discipline and social responsibility.
- A programme of health education.

3. **For accident prevention, reporting and investigation we have:**

- Risk assessments formulated and regularly reviewed.
- Vigilance by all staff and children to recognise potential causes of accidents and to take action to prevent these where possible.
- Promptness in reporting potential hazards to the School Leaders and immediate response to such reports.
- Reporting all accidents to the School Leaders and a note made in the school accident book.
- Prompt investigation of all accidents by the School Leaders in order to establish cause and adopt remedial measures.

4. **For First Aid provision we have:**

- Recognised First Aiders in school.
- Provision of fully stocked first aid boxes in designated locations.
- Notification to parents of any head injury or minor injuries on appropriate slip or by telephone.
- Summoning of an ambulance where necessary by any responsible adult and arrangement for someone to meet and guide the ambulance. If the school is unable to contact a parent (or an alternative nominated person) a member of staff will accompany a child to hospital.
- A list of first aiders is kept in the school office, along with their training dates.

5. **For fire precautions we have:**

- A set of regulations for emergency evacuations.
- A termly fire drill which is monitored in accordance with the Fire Regulations of Kuwait.
- Regular checks of equipment, procedures and exits by the Estate Supervisor and the Fire Department of Kuwait.
- All fire exits clearly signed.

6. **For the use and control of substances hazardous to health we have:**

- Storage of such substances clearly labelled, either locked in the Science Prep room, which is not accessible to children, or in the estate supervisor’s store.
- The issue, use and care of personal protection equipment (e.g. rubber gloves, masks) when necessary.

7. **For electric safety we have:**

- Careful placing of equipment to avoid trailing leads.
- A code of practice for pupils using electrical equipment.

8. **For coping with special medical conditions we have:**

- Information given to all teaching/non-teaching/supply staff about any special medical conditions of children in school and about what response may be required in an emergency.
- Regular liaison with school nurse.
• A requirement that all medicines brought to school must be clearly labelled with the child’s name, appropriate dosage and frequency of dosage lodged with the school nurse.

9. **For ensuring road safety we have:**

• Parking restrictions in the carpark outside school which parents are regularly urged to obey.
• Road safety enterprises undertaken by the Green Co-ordinator (to be elected) and discussions and role play with the younger children.

10. **For ensuring personal hygiene we have:**

• Encouragement of a high standard of personal hygiene. This involves teaching all children to wash their hands after using the toilet and the provision and maintenance of suitable facilities for this.
• A programme of health education for senior pupils.

11. **For ensuring playground safety we have:**

• School rules about playground behaviour designed to maximize playground and safety conscientious supervision of playgrounds.
• Regular inspection and maintenance of playgrounds.

12. **For ensuring safety during physical education we have:**

• Asthma sufferers take their inhalers with them.
• All PE equipment regularly checked.
• Close supervision and appropriate rules in place.

13. **For safety on school trips and outdoor pursuit activities:**

• Risk assessment completed for each school trip – consideration of staff pupil ratio; issuing of first aid kit and mobile phone; every group supported by a member of school staff.
International Mindedness Policy

Rationale
As an international school, ESG is aiming to develop a sense of international consciousness in a wide range of contexts into its curriculum programme. As the development of these ideas is broader than any single curriculum model, its distribution is not in any single curriculum model. Even for international schools engaged in different national or international curricula the extent to which aspects of international-mindedness are fostered through - activities and ethos are important and an increasingly key focus of accreditation protocols.

Background
The assertion of developing international-mindedness is of increasing significance when the current socio-political and economic climate is imposing enormous tensions on societies across the world, and on the individuals within them. Stress fractures and fault lines are appearing, and the focus in places is shifting to an emphasis on individualism and nationalism. European leaders question progress in the development of multiculturalism in their cities, while other states raise sovereignty issues regarding the nature of the ‘unions’ in which they are involved-monetary, fiscal or otherwise. Globalisation, particularly in an economic sense emerged in the 70’s dressed in an aura of inclusivity and an almost religious certainty that this was the beneficial way ahead. However, the progress of globalism has suffered setbacks and the intrinsic philosophy and benefits have been challenged by the stresses of the current tensions of modern living.

Vehicles to foster international consciousness:
- International Week
- Celebration of different cuisines
- Exchange visits and interactions between students
- International Wall
- Who Am I?
- Cross-curricular links
- Charity days
- Injaz
- Debating
- KSS as a starting point
- School trips
- Links with other schools

The model will come from a project being developed CEM at Durham University in the UK. Purpose of the project is to provide schools with the means to evaluate the development of international-mindedness:
- In terms of curriculum provision and school ethos, and
- Within the mindset of students as they grow up throughout the school.

The definition of IM which will be adopted by the ESG committee as a working definition will come from CEMS;

*International-mindedness (global consciousness) is a person’s capacity to transcend the limits of a worldview informed by a single experience of nationality, creed, culture or philosophy and recognise in the richness of diversity, a multiplicity of ways of engaging with the world.*
From this definition, ESG will adopt into its curriculum the broad conceptual framework for the purposes of monitoring and evaluation, the aim being to lay the foundations for a shared understanding of international-mindedness while allowing flexibility to suit different contexts. The framework, given the working title ‘Me and My World’, covers the five strands represented in diagrammatic form as shown

Within each of these areas, the student experience is monitored at four different levels of involvement—me, my school, my country, the world. This two-dimensional view will extend the reach of international mindedness from being about individual experiences to cover the appreciation of global issues that affect everyone.
Thus the framework progresses outwards from the individual student through their interaction with their school, their locality and country to the broader world. The type of considerations and issues explored in the different strands are summarised in the next paragraphs.

World views
This strand explores the way students think of and interact with their peers, the local community, their host country and the wider world. It encourages awareness of cultural and ethnic diversity, tolerance and acceptance.

- Awareness of different religions worldviews and their impact on society.
- Consideration of different political ideals and systems.
- Awareness of multiculturalism, cosmopolitanism, citizenship and nationality.
- Knowledge of migration and political asylum –impact on home communities.
- Understanding of ‘First Nationals’ and ethnicity.
Global Issues
An awareness of global concerns will encourage students to take responsibility and engender an interest in the future of our world and resources:

- Tension between national interest and globalisation.
- Availability and transfer of resources, natural and man-made.
- Economic aid and trade.
- International efforts on global environmental concerns and conflict.
- Sustainability, endangered species and world action.

The diagram below illustrates the types of evidence we will gather that can contribute to each particular area of the framework:

Language
Although second languages are not an absolute prerequisite for international-mindedness, awareness and interest in the diversity and importance of languages is needed:

- Development of spoken language skills in English and other languages.
- Development of written language skills in English and other languages.
- Maintenance of mother tongue competence and interest.
- Appreciation of languages of host country and ethnic groups within host country.
- Appreciation of importance of language to thinking and communication.
- History and future of languages across the world.
**Culture**
This strand collects evidence that students are aware of the heritage of their host country and show an interest in different aspects of the culture. It is important, too, that they maintain an interest in the culture of their own country:

- Appreciation of cultural aspects of own and host country—drama, art, music and literature.
- Study of the architectural heritage of own and host country.
- Comparative awareness of cultural background of different groups in own and host country.
- Participation in cultural visits of a variety of types.

**Human Society**
This area deals with how people interact with each other and the extent to which there is interdependence between people, communities and countries. It is addresses economic, social and industrial infrastructures:

- Historical and geographical background to development of own and host country.
- Awareness of social structures within own and host country.
- Socio-economic development of country—sources and distribution of wealth.
- Impact of resources, wealth and culture on education, women’s rights, child labour and child poverty.
- Impact of human society on natural world—sustainability, diversity and endangered species.

As the concept of international-mindedness is complex and subject to change, this approach to understanding it allows for re-definition that will come organically from the evidence that our students and school submits. This framework will be adopted to suit our individual school needs and contexts.
English School for Girls

Accountability Policy

PERFORMANCE MANAGEMENT POLICY FOR TEACHING STAFF

VISION STATEMENT

The philosophy of English School for Girls endeavours to sustain premier quality primary and secondary learning for all national or international female students in Kuwait. As a school, at our core, we endeavour to inspire and strengthen our female student body in all areas of their educational improvement and development. English School for Girls prides itself in its welcoming and nurturing environment where young females can realise their full potential in an international setting.

“Enriching Successful Girls”

MISSION STATEMENT

We endeavour:

- To discipline our stakeholders to be life-long learners.
- To always engender a spirit of team commitment in all our stakeholders.
- To base a school community on honesty, trust and respect.
- To foster fairness and flexibility positively in lifestyle and community.
- To nurture a community that is safe and secure in learning, environment and voice for an international world.

1. Introduction

1.1 This policy sets out the framework for a clear and consistent assessment of the overall performance of subject/class leaders and the Whole School Leader and for supporting their development needs within the context of the school’s improvement plan and their own professional needs in meeting the standards expected of ‘teachers’.

1.2 The policy applies to the Whole School Leader and to all subject/class leaders employed by the school.

1.3 Where subject/class leaders are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer. (This applies to post-threshold ‘teachers’, members of the leadership group.) Threshold assessment remains the responsibility of the Whole School Leader and progression on the main Matrix is not performance related.

1.4 The objectives agreed with each reviewee will contribute to the school’s plans for school Improvement (either through whole school development plans or the department’s learning development plans) and improving pupil progress.
1.5 From September 2014, reviewers will assess qualified class/subject leaders (other than the Whole School Leader) against the Standards for Teachers and the Looking for Learning Criterion to a level that is consistent with what should reasonably be expected of a ‘teacher’ in the relevant role and at the relevant stage of their career. Reviewers will use their professional judgement in applying these standards, subject (in the case of doubt or disagreement) to the decision of the Whole School Leader.

1.6 The Whole School Leader and any Senior Leaders will be assessed against their respective standards.

1.7 All reviewers are expected to explore the alignment of reviewees’ objectives with the school’s priorities and plans and their fulfilment of the Standards for Teachers and the Looking for Learning focus. The objectives should also reflect reviewees’ professional aspirations.

1.8 If any stage in the performance management cycle evidence were to emerge that gave rise to significant concern about aspects of a teacher’s performance or conduct the relevant provisions in the MOE Policy would apply.

1.9 The Whole School Leader will delegate the reviewer role for some or all subject/class leaders for whom he is not the line manager. In these circumstances, the whole school leader will moderate all planning statements to check that the plans recorded in the statements of class/subject leaders at the school are consistent between those who have similar experience and similar levels of responsibility.

1.10 The Head Office or ‘Governing Body’ will ensure that the whole school leader’s planning statement is consistent with the school’s improvement priorities and complies with the school’s performance management policy and the regulations and the requirements of equality legislation.

2. **Objectives**

2.1 The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can be reasonably expected of any subject/class leader in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his/her professional duties and the time required to pursue his/her personal interests outside work. They shall also take account of the subject/class leader’s professional aspirations and any relevant pay progression criteria. It should be such that, if they do achieve, they will contribute to improving the progress of the pupils/students at the school.

2.2 The reviewer and the reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

2.3 In this school, all subject/class leaders, including the whole school leader, will have no more than three objectives.

2.4 Though performance management is an assessment of overall performance of subject/class leaders and the whole school leader, objectives cannot cover the full range of a subject/class teacher’s role/responsibilities. Objectives will, therefore, focus on some of the priorities for an individual for the cycle. At the review stage, it will be assumed that those aspects of a subject/class teacher’s roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provision of the regulations have been carried out satisfactorily.
2.5 At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favourably.

3. **Appeals**

3.1 At specified points in the performance management process. Subject/class leaders and the whole school leader have a right of appeal against any of the entries in their planning and review statements (subject/class leaders to the whole school leader and the whole school leader and the leadership team to a designated independent party at Head Office).

**Confidentiality**

3.2 The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times, in accordance with the principles and practice of the Data Protection Act 1998 (UK) as we operate as a British International School.

4. **Continuing Professional Development (CPD)**

4.1 The school’s CPD programme will be informed by the training and the development needs to be identified on the reviewee’s planning statements. These needs will be communicated to the Research Leader (Advanced Skills) so that he/she may take them into account in designing the CPD programme. The Leadership team will specify the way in which these training needs will be met by the School after discussion with the reviewee.

4.2 Subject/class leaders should not be held accountable for failing to make good progress towards meeting relevant performance criteria where support recorded in the planning statement has not been provided.

5. **Appointment of Reviewers for the Whole School Leader**

5.1 In this school the Head Office is the reviewer for the whole school leader and to discharge the responsibility on its behalf will appoint other personnel from the ‘Review Committee’.

5.2 Where a whole school leader is of the opinion that any Head Office appointee appointed by the Head Office under this regulation is unsuitable for professional reasons, he/she may submit a written request to the Head Office for that appointee to be replaced, stating those reasons.

5.3 The Head Office will appoint an external adviser to provide advice and support in relation to the management and review of the performance by the whole school leader.

6. **Appointment of Reviewers for Teachers**

6.1 The whole school leader will be the reviewer for those teachers he/she directly manages and will delegate the role of reviewer, in its entirety, to the relevant line managers for some or all other subject/class leaders.

6.2 The maximum number of reviews that a reviewer other than the members of the Senior Leadership Team will be expected to undertake per cycle is 8.

6.3 Where a teacher has more than one line manager, the Whole School Leader will determine which line manager or appropriate member of staff will be best placed to manage and review the teacher’s performance.
6.4 Where a teacher is of the opinion that the person to whom the Whole School Leader has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the Whole School Leader for that reviewer to be replaced, stating those reasons.

6.5 Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the Whole School Leader may perform the duties himself or delegate them in their entirety to another subject/class leader. Where this subject/class leader is not the reviewee's line manager the subject/class leader will have an equivalent or higher status in the staffing structure as the subject/class leader's line manager.

6.6 A performance management cycle will not begin again in the event of the reviewer being changed.

7. **The Performance Management Cycle**

7.1 At the end of each annual cycle each reviewee's performance will be formally assessed at a review meeting.

7.2 The performance management cycle in this school will run on an annual basis—from September to June for subject/class leaders and from September to August for the Whole School Leader.

7.3 Where a subject/class leader starts his/her employment at the school part-way through a cycle, the Whole School Leader or, in the case where the subject/class leader is the line manager, the CEO shall determine the length of the first cycle for the 'teacher', with a view to bringing his/her cycle into line with the cycle for other subject/class leaders at the school as soon as possible.

7.4 Where a subject/class leader transfers to a new post within the school part-way through the cycle, the whole school leader or, in the case where the subject/class leader is the line manager, the CEO shall determine whether the cycle shall begin again and whether to change the reviewer.

8. **Production and Retention of Summary Statements**

8.1 The reviewee will receive – and have the opportunity to comment on - a written summary statement of the review meeting which will include:

8.1.1 details of the reviewee’s new objectives (See Annexe 3);

8.1.2 an assessment of the reviewee’s performance against their objectives and the relevant standards expected of subject/class leaders, having regard to their job description and role;

8.1.3 a determination of the reviewee’s training and development needs

8.1.4 a recommendation on pay progression, where relevant.

8.2 Performance management planning and review statements will be retained for a minimum period of length of service, plus two years.

9. **Monitoring and evaluation**

9.1 The Whole School Leader will provide the Head Office with a report on the operation of the school’s performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

The operation of the performance management policy;

The effectiveness of the school’s performance management procedures;

Teachers’ training and development needs.

10. **Review of the Policy**

10.1 The Head Office should review the performance management policy every year in accordance with the criteria set down by the Private Ministry of Education.
10.2 The Head Office will agree any revisions to the policy having regard to the results of a consultation with all subject/class leaders.

11. Classroom Observation Protocol

11.1 All classroom observation will be undertaken in accordance with the classroom observation protocol that is appended to this policy in Annex 1, using the Looking for Learning Toolkit as its base.

12. Communication

12.1 All whole school and relevant personal based communication will be sent as much as possible electronically. As a ‘written’ record will then be in place, all staff will be accountable for the reading of the contents and when applicable, subsequent execution of required work.

ANNEX 1-Classroom Observation Protocol

1. The Head Office is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

   - Apply the protocol of Looking for Learning;
   - Carry out the role with professionalism, integrity and courtesy;
   - Evaluate objectively;
   - Report accurately and fairly;
   - And respect the confidentiality of the information gained.

2. The total period for classroom observation arranged for any subject/class leader will not exceed three hours per cycle having regard to the individual circumstances of the subject/class leader.

3. The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the subject/class leader’s performance which will be assessed.

4. Where evidence emerges about the reviewee’s teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

5. Information gathered during the observation will be used, as appropriate, for a variety of purposes including informing school self-evaluation and school improvement strategies.

6. Those being observed will be notified in advance.

7. Classroom observations will be provided within five working days of the observation taking place using the pro forma in the Looking for Learning Toolkit.

8. The subject/class leader has the right to append written comments on the feedback document.

ANNEX 2

Monitoring of performance throughout the cycle
Provision of agreed support
Evidence collection
Ongoing professional dialogue

Planning
Objectives set
Classroom observation and evidence collection agreed
Performance criteria for the above set
Support, training and development agreed
Timescales set
**Reviewing**
Overall assessment of individual's progress against the performance criteria
Recommendations for pay progression made for eligible teachers
No surprises

**Whole School Targets**
- Senior School Weekly Planning soft copy to be sent to Assistant Leader Academic by Thursday, 2.45pm
- On a separate Word document, a list of the homework given by each teacher to each class of senior students (What homework, activity, Page number, activity, time allocation, etc.)
- Senior leader drop-ins at any time, teaching carry on as normal
- Learning walks
- Looking for Learning appraisals
- Monitoring of marking with success criteria

**Primary School Targets.**
- All staff issued with an electronic version of the calendar.
- A hard copy of the calendar to be in work room.
- Visual checklist of due documents in the work room
- Leaders to keep a checklist of when documents are handed in, to record late documents. (staff who continuously miss deadlines will be docked pay, according to ministry guidelines)
- Monthly learning warning walks will take place randomly with staff having no prior warning.
- Spot checks on marking.
- Appraisals and looking for learning will continue.
## ANNEX 3

### LOOKING FOR LEARNING OBSERVATION

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Children:</td>
<td>Year Group:</td>
</tr>
</tbody>
</table>

**Learning Target:**

**Context:**

**Help:**

| Sufficient | Appropriate |

**Teacher Feedback:**

**My Feedback:**

**Areas for development**

**Staff Leadership Team Signature**

**Date**

**Staff Signature**

**Date**
ENGLISH SCHOOL FOR GIRLS
EQUALITY POLICY

Rationale

At English School for Girls, there is a commitment to providing equal opportunities to everyone within the School’s learning community, including staff, parents and visitors to the School. At English School for Girls we value respect and will not tolerate racism, sexism, homophobia relating to gender, prejudicial attitudes towards culture, religion, special educational need/disability, bullying or any other oppressive behaviour. Discrimination in any form is actively discouraged and students are encouraged to show respect for others. We recognize the important role which School plays in helping to form attitudes and values in young people and we will actively promote anti-discriminatory behaviour and work to prevent anti-social behaviours. As such English School for Girls will ensure a teaching and learning environment which is free of discrimination. Education is about maximising opportunities for personal growth and fulfillment. Opportunities will be available to all, regardless of ability, age, gender, ethnic or social background. These opportunities are secured through positive action by the School and the community.

At English School for Girls, we celebrate diversity of culture, race and talents and strive to ensure that everyone is given opportunities to value their own contribution to the School and to have this noticed and valued by others. The School’s mission is to ensure that students of all backgrounds will be part of our community. We seek to give all students equal opportunity, irrespective of gender, ability (both physical and mental), race or religion. We seek to close the gap between the achievements of different groups of young people so that all have equal opportunities in their adult life and to empower them in all areas of life to contribute purposefully to society. This is fully reflected in our School’s vision and values, which seek to promote good relationships among everyone in the School community, building an atmosphere of mutual trust and confidence.

Aims

• At English School for Girls we are committed to the following aspects of equality:
  • To ensure high quality education for all students.
  • To demonstrate high expectations of all students.
  • To support the positive development of personal and cultural loyalties and identities, preparing students for full participation in society.
  • To promote the principles of equality, respect, fairness and justice for all.
  • To develop universal values and citizenship by celebrating cultural diversity and supporting students in developing a positive self-image.
  • To provide students with equal access to the full range of learning opportunities.
  • To promote good relations between people of different racial groups; challenging stereotyping, prejudice and acting promptly to remove any forms of direct or indirect discrimination.
  • To ensure that all recruitment, employment, promotion and training systems are fair to all and provide opportunities for everyone to achieve.
  • To collect information with regard to ethnic origin for monitoring or ministerial purposes.
The Role of the Whole School Leader is to:

- Ensure that School policies take account of equal opportunities.
- Implement and review the School's Equality Policy.
- Ensure that all members of the School Community are aware of and implement the policy.
- Ensure that the policy is implemented with regard to staff selection and appointments.
- Take seriously reports of discrimination from parents/carers, students or staff by investigating them and ensuring that the appropriate action is taken.
- Ensure that information with regard to ethnic origin is collected and entered into the School Leadership information system.
- Monitor curriculum planning.
- Monitor School procedures and organisation.
- Undertake initiatives to improve provision for all students.
- Create an environment which affirms and supports ethnic, cultural and social diversity and effectively promotes good personal, community and race relations.

Specifically this includes ensuring:

1) Cover for absent colleagues is fairly distributed
2) Requests for leave of absence are, where reasonably feasible, consistently met.
3) Duties are fairly allocated.
4) Non-contact time is distributed as per the recommended formula.
5) Workload expectations are reasonable.
6) Equal access to professional development is provided.
7) Pay and conditions are implemented as per Alinmaa policy.

The role of the Section Leader

When designing schemes of work, this policy will act as a guide both in their choice of topics for study and in how to approach sensitive issues.

1) To ensure opportunities are provided in curriculum content to promote students’ understanding of different environments and societies other than their own.
2) When devising curriculum policies and selecting resources all staff will ensure that teaching material is non-discriminatory. To ensure that all teaching material, resource selection and curriculum policies are non-discriminatory.
3) To provide balance in themes or topics and planned learning experiences, taking into account the interest of girls.
4) To implement strategies to raise levels of achievement, aspirations and self-esteem in all students.

The role of the Class Leader

The class leader has a crucial role in providing for equal opportunities and enabling students to develop universal values that encompass the principles of equality, respect, fairness and justice.

1) Class leaders ensure that all students are treated fairly, equally and with respect.
2) They do not discriminate against any student.
3) When selecting classroom material, class leaders pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Class leaders will strive to provide material which gives positive images of ethnic minorities and that challenges stereotypical images of minority groups.
4) They choose learning styles and teaching strategies that avoid gender bias and stereotyping and reflect the diverse and multi-racial nature of our society.
5) They use teaching styles, methods, language, questioning and classroom management that include and engage all students.

Whole School Application

A. Admissions

The School does not permit gender, race, colour, creed or disability to be used as criteria for admission.

B. Registration

• School lists are organised chronologically or alphabetically, not by group - unless this is required by an outside agency for a particular purpose.
• Students' names will be accurately recorded and correctly pronounced. Students should be encouraged to accept and respect names from other culture.

C. Discrimination

All forms of discrimination within the School should be treated seriously. Incidents will be logged whenever they take place in the School. It will be explained to the offender why the behaviour is unacceptable.

Definition of Discrimination

Discrimination in recruitment is unlawful and can be identified as direct/indirect discrimination, harassment, segregation and victimisation.

Direct discrimination occurs when a person or group is treated less favourably than others are or would be treated in the same or similar circumstances.

Indirect discrimination involves the inclusion of a condition or a requirement which adversely affects applications from a large proportion of persons.

Harassment consists of any repeated and unwanted comments, looks, suggestions or physical contact that a person finds objectionable and offensive and causes them discomfort at school or work.

Segregation is unlawful and occurs when a person or group of people are kept separate from others on the basis of their particular race or sex.

Victimisation is unlawful and occurs where a person is treated less favourably than others would be in the same circumstances.

D. Curriculum

All students have access to the School's curriculum. Staff are aware of how their own expectations affect the achievements, behaviour and status of each student. The curriculum is balanced, objective and meet the needs of all students.

E. Resources

The School's aim is to provide for all students according to their needs, irrespective of gender, ability or ethnic origin. In selecting curriculum resources, staff should aim to present positive images that are non-racist and non-sexist. Students should be presented with accurate information about similarities and differences between cultural groups.
F. **School and Classroom Organisation**

- Equal opportunities will be considered when grouping students for activities. This may involve special specific groupings to ensure that every child participates fully.
- Each child will be given opportunities to exercise responsibility within the classroom or the School, with care taken regarding stereotyping of roles. We see girls equally in the opportunities we provide for achievement and leadership.

G. **Resources**

1. Books and resources are checked before use to ensure that they do not give a stereotypical or oversimplified view in terms of gender, race, culture or disability.
2. When choosing new materials we seek balance in the representation of the sexes and minority groups, looking for positive role models in stories and settings.
3. Language used in resources is monitored for bias so that we do not promote negative or derogatory images.
4. Display materials and illustrations reflect the diversity of our society where appropriate and show both men and women in positive situations and roles.

H. **Strategies for creating an equal opportunities environment**

1. Positive reinforcement of good behaviour, including the use of praise, certificates and rewards, rather than giving a high profile to students who are misbehaving.
2. Clear and concise School rules, phrased in terms that the students can understand. All students need to understand that name-calling, bullying or biased attitudes and behaviour are unacceptable in our School.
3. Changing groupings for specific tasks, so that students have opportunities to join in co-operative activities with different people.
4. Creativity and role-play, including acting out feelings or conflicts, in order that students can see why their behaviour is unacceptable and be encouraged to change their attitudes.
5. Visits from people who have non-stereotypical jobs.
6. Visits from people from different races and cultures.
7. Inclusion policy within the school from the SEN department (to create) and mainstream section of the school.
8. Taking part in multi-cultural activities and events.
9. Contact with disabled students.
10. Recognition and praise for all forms of achievement from all students.

I. **Personnel and staffing issues**

The school affords equal treatment to all its employees and prospective employees. The aim of this policy is to ensure that no job applicant or employee receives less than favourable treatment on grounds of disability, gender, pregnancy and maternity, race, religion and belief, sex or other disadvantage by any conditions or requirements which cannot be shown to be justifiable. Selection and promotion criteria will be kept under continuing review to ensure that individuals are selected and promoted on the basis of their relative merits and abilities, 'in agreement with the needs' of the specific job.

Where possible, training will be given to enable employees to have an opportunity of promotion and progression according to their ability and potential.

J. **All staff**

1. All staff will challenge incidents of prejudice or racism.
2. Serious incidents are recorded and reported to the attention of the school leaders.
3. All staff will support the work of other colleagues and intervene in a positive way against any occurrence of discrimination.

**Action in Cases of Discrimination against Students**

All staff must challenge incidents of prejudice or discrimination. Incidents are to be recorded using an Incident Form and reported to their line leader who is responsible for reporting to the Whole School Leader.

**Serious Incidents**

If a student or a group of students are found to be in breach of the Equality Policy, the School will apply an appropriate sanction, which will be recorded in a special file and the student’s personal file. The following sanctions may be used:

- Detention
- Fixed-time suspension
- Exclusion (permanent in line with the Ministry of Kuwait’s policy).

**Examples of incidents requiring serious response**

**Race:**
- A physical assault against a person or group because of colour or ethnicity
- Verbal abuse, derogatory name calling, insults, threats, racist jokes.
- Racist graffiti.
- Issuing or wearing/displaying racist materials e.g. leaflets, magazines, insignia.
- Inciting others to behave in a racist manner.
- Making racist comments or suggestions in the course of discussions or lessons.
- Refusing to co-operate with colleagues or students because of colour or ethnic origin.
- Excluding students from activities, or recruiting and selecting in a preferential way.

**Gender:**
- Physical abuse against a person or group because of their gender.
- Verbal abuse and intimidation, insults, threats against a person or group because of their gender.
- Using lurid or suggestive vocabulary to cause offence or humiliation.
- Reference to an individual or group’s sexuality.
- Making sexist comments or suggestions in the course of discussion or lessons.
- Refusing to co-operate with colleagues or students because of their gender.

**Disability:**
- Physical assault against an individual because of his/her disability.
- Verbal abuse, intimidation, insults, threats against the individual because of his or her disability.
- Offensive reference to an individual’s disability inside or outside lessons.
- Refusing to co-operate with an individual because of his/her disability.

**Discrimination by Staff**

Staff are required to adhere to English School for Girls’ Equality Policy. The complaints procedure will be invoked if it is found that the equal opportunities policies have not been adhered to. Disciplinary action may follow.

**Discrimination against Staff**

If a member of staff believes that they have been subject to discrimination they should report the matter to the Whole School Leader. If they feel unable to discuss the matter with the Whole School Leader they may refer the matter to the Company Head Office.
The Whole School Leader will make a record of the interview with the member of staff and both should sign it as an accurate record. The Whole School Leader is responsible for conducting an investigation within four working days and informing those concerned of the outcome. The disciplinary procedure is followed if a member of staff is found to be in breach of the Equality Policy.

**Monitoring and Review**
It is the responsibility of the Whole School Leader to ensure that there is a procedure in place to monitor and evaluate:

- The progress of students of all groups compared to the progress made by other students in the School.
- The staff appointment process so that no-one applying for a post is discriminated against.
- Incident forms and exclusions to ensure that students from minority groups are not unfairly treated and
- The impact of additional support on standards achieved.

Any changes to the policy required as a result of monitoring the effectiveness of the policy and or changes in Kuwait's Ministerial regulations must be disseminated to students, parents and staff.

**Access and Disability**
The School has a duty to provide access under its Equality Policy to the site and its facilities or to have a plan to do so. English School for Girls is committed to ensuring that all reasonable adjustments and alterations are made to ensure that no student with a disability is disadvantaged compared to students without a disability.

Parents are encouraged to provide information with regard to age, sex and ethnic origin for monitoring purposes. An individual’s race, nationality, ethnic origin, sex, disability or religious beliefs do form part of the admission’s process in written form only in English School for Girls to comply with Kuwaiti Ministry regulations.

In order to decide whether the School can meet the needs of a student, parents are requested to complete part of the Registration Form detailing whether a student has a disability, special educational need or medical condition. The School may also take advice and arrange for assessments internally or externally. Where it is practicable, reasonable adjustments are made to enable a student to be admitted.

The Whole School Leader is responsible for:

- Reviewing the School’s Policy, procedure and facilities with regard to the admissions, physical layout of the School and its facilities, access to the curriculum and extra-curricular activities.
- Drawing up a disability plan as part of the School Strategic and Operational Plan which makes recommendations to improve accessibility.
INTRODUCTION

A consistent school approach to positive behaviour management establishes a climate which promotes respect and academic learning as the number one goal for all. The intended outcome of the Behaviour Management system is supportive, effective classrooms where lessons are interesting and appropriate and discipline is non-confrontational; the rights of all students and staff are protected.

All students and teachers have a right:
- to learn and teach without being disrupted
- to be treated with courtesy and respect
- to work in a safe environment

The intended outcome of the Behaviour Management system is:
- to reduce the incidence and magnitude of disruptive behaviour
- to remove from the classroom any students whose behaviour is preventing teaching and learning
- to make the disruptive student responsible for accepting his inappropriate behaviour and modifying it so that it conforms with accepted standards of classroom conduct

English School for Girls Rules

1. Respect yourself
2. Respect others
3. Respect property

THE ELEMENTS OF A GOOD BEHAVIOUR MANAGEMENT MODEL

1. A clear set of simple rules - clearly defined standards
   - developed by all staff and therefore owned by all staff
   - carefully explained to all students
• observable
• in each student’s best interests
• clearly displayed in all classrooms so that they can be read at all times

2. **Systematic consequence for breaking the rules**
   • are agreed upon by all staff and therefore owned by all staff
   • immediate
   • easily administered with minimal interruption to the flow of a lesson
   • systematically and consistently applied
   • graduated in order of severity
   • inescapable

3. **Systematic rewards for positive behaviour**
   • practicable and easy to apply
   • seen as desirable by students

4. **Know your students**
   • get to know the names of your students quickly
   • determine their needs, interests and abilities and plan accordingly
   • extend your knowledge of students by communicating with other staff.
   • develop rapport with your students by spending time with them outside the classroom on the sports fields, on duty ....

5. **Be prepared**
   • organise lessons appropriate to each class level and to the time of day
   • make sure that you are familiar with the material to be taught
   • have clear learning intentions for each lesson and share them with students
   • plan the structure of the lesson carefully; consider the attention span of your students and do not let your class drift aimlessly
   • start every class on time and give the students a sense of purpose and direction
   • avoid leaving a class unsupervised at any time

6. **Involve all students**
   • Clearly outline learning intentions, co-construct success criteria, discuss the purpose (why ?) we are learning to fully engage students
   • use a variety of activities within lessons and encourage all students to participate
   • use a range of questioning techniques - phrase questions carefully, encourage responses and involve all members of the class
   • recognise and give attention to quiet, shy or withdrawn students

7. **Exercise firm classroom control**
   • you are responsible for your classroom
   • discuss the Classroom Rules and establish routines at your first meeting with the class
   • build positive relationships with all students
   • move around the class checking work, the progress and the understanding of individual students
   • make good use of your voice and eye contact
   • use non-verbal strategies where possible
8. **Acknowledge appropriate behaviour. "Rewards" should be**
   - available to all - not just the outstanding
   - an encouraging glance, smile, nod, house points, assembly certificate, verbal praise...
   - In EYFS, use of soft toys as class trophies shall be given for time-keeping, etc.

9. **Self-Evaluate**
   - Regularly pause during and/or after class to ask about the lesson and the managing student behaviour programme.
   - "What am I doing?", "Is it working?", "Could I be doing it differently?"
   - acknowledge and share successes and concerns

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**English School for Girls**

**BEHAVIOUR MANAGEMENT POLICY**

**Rationale**

English School for Girls aims to provide a safe, secure and supportive environment that assists each student in developing and maintaining self-respect, appreciating the rights of others and respecting her surroundings. The system for the management of student behaviour is a vital component in ensuring that each student has the best possible opportunity during her time at school to develop self-discipline and independence, and achieve academic success.

**Purposes**

1. To establish a co-operative school community in which each member accepts and respects the rights of all others
2. To establish a school climate in which each student is encouraged to strive to make the most of all her abilities
3. To develop in each student self-discipline and a sense of responsibility toward others
4. To ensure no student is disadvantaged by the behaviour of others
5. To develop in each student a sense of personal responsibility towards her environment

**Guidelines**

1. English School for Girls will have a specific procedure for the management of student behaviour that expects students to take responsibility for their own behaviour and provides both positive reinforcement of acceptable behaviour and clear consequences when stated expectations are not met
2. English School for Girls will provide students with a clear set of acceptable behaviour both in and out of the classroom
3. English School for Girls will ensure that all students, staff and caregivers are aware of the expected standards of behaviour
4. Adults in a school situation will provide good role models for the required attitudes and behaviour.
5. Senior students, as young adults in ESG, will be expected to provide good role models for younger girls
6. Staff will be expected to be consistent in their application of the specific process for managing student behaviour developed by ESG.
7. Ongoing professional development in the management of student behaviour will be provided for staff.
8. Parents will be informed and involved in the process of behaviour management when appropriate.
9. School programmes will assist students to develop independence, self-respect, social skills and concern for others.
ACKNOWLEDGING APPROPRIATE BEHAVIOUR

The following are possible:

• verbal praise etc.
• written comments on good work
• positive notes and awards for best behaviour.
• contacting parents about positive behaviour of their daughter by any suitable method.
• other rewards considered suitable by the teacher which do not reduce learning time or involve expense
• individual targeted rewards for specific reasons
• department achievement certificates
• Principal achievement certificates
• mention in school newsletter
• Certificates of appreciation at assembly

Class Rewards
The following are possible:

• House points
• “Caught Being Good” cards given out
• Certificates.
ENGLISH SCHOOL FOR GIRLS
ANTI-BULLYING POLICY

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying is defined as:
- deliberately hurtful behaviour,
- repeated over a period of time,
- creating difficulty for those being bullied to defend themselves.

The three main types of bullying are:
- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks)
- indirect (e.g. spreading rumours, excluding someone from a social’s group)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools and school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Duty of schools
Senior leaders have a duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Aims
The aims of our school’s anti-bullying strategies and intervention systems are:
- to prevent, de-escalate and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate and consistent way
- to safeguard and support the pupil who has experienced bullying

To apply sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through support from the counsellor.

Prevention
- The school leadership team promotes an open and honest anti-bullying ethos where the whole school community is involved in supporting anti-bullying work and staff actively demonstrate and promote positive behaviour.
- The curriculum will be used to support anti-bullying work e.g. PSHE lessons (including The Social and Emotional Aspects of the Learning Programme) to develop social and emotional skills, discuss issues around diversity and draw out anti-bullying messages. In the future, the use of creative learning through art, writing and poetry will help to develop understanding of feelings and enhance pupils’ social and emotional skills.
‘Buddies’ are in the playground at playtimes and lunchtimes to support any child who feels left out, sad or uncomfortable.

Each KS1 child has a ‘Buddy’ from a KS2 class with whom they share activities. The older children have a responsibility to ‘look out’ for their younger buddy at playtimes.

Anti-Bullying Week events will take place in the first term of each year.

Whole school assemblies follow the SEAL themes to raise awareness of anti-bullying and to develop pupils’ emotional literacy.

Targeted small group or individual work will be used as appropriate for those who display or experience bullying behaviour.

School will regularly seek the views of pupils, parents and staff to help it to monitor and evaluate the anti-bullying work.

**Reporting incidents**

- If pupils feel they are being bullied they should get away from the situation as quickly as possible and tell a member of staff as soon as possible after an incident has occurred. Children who may find this difficult are encouraged to tell friends, their buddy, an adult at home or to write down their worries and place them in a worry box.

- If a parent has concerns about bullying in school they should inform the child’s class teacher as soon as possible in person, by phone, by writing a note.

- When talking to school about bullying please be clear about:
  - what has happened
  - how often it has happened
  - who was involved
  - who saw it happening
  - where it happened
  - what you have done about it already

As incidents are reported, they will be dealt with promptly by the member of staff who has been approached. A clear account of the incident will be recorded and filed when a pupil, parent or member of staff indicates that a similar incident has happened before.

- If bullying is suspected, copies of all recorded incidents will be given to the relevant senior leader.

**Reaction**

- If pupils feel hurt they are encouraged to tell the person firmly to stop and give the reason why they are feeling hurt.

- When suspected bullying is reported, the relevant senior leader will interview all concerned and make a record of the incident.

- If the incident is found to be a bullying incident parents of the victim(s) and perpetrator(s) will be informed.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff as well as other support appropriate to the child’s needs to reassure the pupil and help to restore self-esteem and confidence.

Pupils who have been bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- providing the opportunity for ‘the offending pupil’ to put right the harm they have caused, where appropriate
• seeking support from parents to help change the attitude of both victim and perpetrator.

Sanctions for bullying serve three main purposes:
  • to impress upon the perpetrator that what he or she has done is unacceptable
  • to deter her from repeating that behaviour
  • to signal to other pupils that the behaviour is unacceptable and deter them from similar conduct.

The following sanctions can be given
- exclusion from part of classroom
- exclusion from classroom
- exclusion from certain areas of school premises
- exclusion from after school clubs/events
- exclusion from playtimes
- exclusion from lunchtimes
- short fixed-term exclusion
- longer fixed-term exclusion
- permanent exclusion.
English School for Girls.
BULLYING INCIDENT REPORT
(To be filled in by the student or dictated to a teacher and then sent to the Section Leader.)

Name: _________________________ Year: _____

Date of Incident: ____________ Time of Incident: ________

Location of Incident:

This complaint is about (list names):

Witnesses: _________________________________________________________

Describe the incident in full (use back of page if you need to):

Teacher Signature: ___________________________

Student Signature: ___________________________

We will make every effort to stop bullying in this school but please remember making a false accusation about someone is another form of bullying.
ENGLISH SCHOOL FOR GIRLS
COMPLAINTS PROCEDURE

To secure achievement of the above, we are convinced we should:

• Create effective partnerships within our stakeholders: parents and students, staff and Alinmaa Company.

Who can make a complaint?
Any person who has contact with the school’s overall provision may make a complaint. This may be a student at the school, a parent or guardian, a member of staff or anyone who feels that they may want to make a complaint about an issue within the school or to do with its work.

What might people want to complain about?
People may want to complain about anything, within the overall provision of the school. This may be a minor complaint such as not liking the canteen provision or a sanction that has been given.

How is a minor complaint different from a complaint which is more significant?
A minor complaint is something that can be dealt with by the Complaints’ Coordinator, school administration or class teacher/form tutor and does not involve anyone being at risk of harm either from another person, themselves or a situation that they may put themselves in. Alongside this, other more significant complaints could be a view that there has been a lapse in what the school agrees to offer, or that it is not working within the current legislation.

Who should a minor complaint be made to?
Initially, you should speak to the relevant Complaints’ Coordinator or school administration or class teacher/form tutor. If they are not available you should speak to another member of staff.

How long does it take to deal with a minor complaint?
We shall endeavour to resolve all minor complaints within two working days.

What will the coordinator/teacher/tutor do about the complaint?
If you are a young person, the concerned people will ask you to complete a “Minor Complaint” form with them. If you are an adult, they will register and outline your complaint on a form. In both situations they will work with you to resolve the complaint. Depending on the nature of the complaint, the following action will take place:

• They may talk through the complaint with you and ensure that you are provided with the full information so that you are able to make an objective judgment on the situation.
• They may speak to other people connected to you complaint (if applicable) and call a meeting between you and them so that you can discuss the situation.
• If the complaint is surrounding a house issue, then the House Captains may be called so that discussion can take place. Equally, if it is about studies, it may be discussed with the class teacher/tutor, the relevant class teacher, or in tutor/seal time.
• It may be that your complaint is relevant to be discussed within the school forum (This would only be with your consent).
• It may be relevant to refer your complaint to a Senior Leader.
What if I am not happy with how the Complaints’ Coordinator or teacher/tutor deals with my complaint?
You should follow the guidelines set down in the Worries and Complaints Leaflet and speak to one of the school leaders. You may, of course, wish to take it to an organisation outside of the school to act on your behalf.

What do I do if I have a significant complaint?
If your complaint involves a person being at risk of harm, either from another person or themselves, or from a situation where they may put themselves at risk, or you hold an opinion that there has been a lapse in what the school agrees to offer, or that it is not working within current legislation, then you have a number of options available to you:
- You may wish to speak directly to a Senior Leader.
- If your complaint is about the Senior School, Primary School or Early Year’s Leader, you can speak to the Whole School Leader.
- If your complaint is about the Whole School Leader, you can speak to either the Senior or Primary School Leader, who will refer the matter directly to the Al Alinmaa Head Office. Alternatively, you may wish to approach them directly by telephone or in writing to the company offices.

If I wish it, will my complaint be kept confidential?
Yes. However, it should be noted that the nature of a complaint may mean that we need to share it with others in order to collect all of the relevant information for your complaint to be dealt with fully. If this is the case then we shall seek your consent to do this. If you do not permit this, it may mean that we will be unable to proceed any further or that we will have to consider another form of investigation.

How would a complainant know how to contact these people?
The information can be found in the New Year Pack, which is given to students when they first come to the school. It is also found on the House Display Boards and in the school’s Worries and Complaints Leaflet.

How would a person go about making a complaint?
This can be achieved in a variety of ways. For example, it may be just as simple as telling any of the above people that you want to make a complaint and what it’s about. Alternatively, you may wish to telephone or write and arrange to see a specific person to discuss the matter.

What if you do not want to talk to a member of staff or a leader at the school?
Complaints can be made to the HR Manager at the school or to anyone the complainant feels able to complain to and who will responsibly act on their behalf.

Will all complaints be dealt with solely within the school?
No. It may be that the nature of the complaint indicates that a person is at risk and that it needs to be referred to other agencies outside of the school. These may be the Alinmaa Offices, the police or the Ministry of Private Education.

What happens when a significant complaint has been made?
Information will be collected from all involved parties in writing by one of the senior leaders, or in the case of a complaint against a senior leader, by the school’s HR representative. Once all of this information is collected, a decision will be made on how to proceed and to consider what action may be taken if any. You will be kept informed fully throughout the process. Naturally, if your complaint has to be dealt with by others outside of the school it may take longer.

How long will it take to deal with a significant complaint?
The school will try to deal with the complaints of this nature within five working days and you will be written to, to explain how your complaint was dealt with. This will however be dependent on how difficult it is to gather the information from all parties or to arrange to meet those involved.
**What will happen if I am not happy with the way my complaint has been dealt with?**

If you are not happy with the outcome of your complaint, you may appeal against the decision to the school leader or the head office. In response to this they will set up an investigation and from which you will be notified of the outcome. Alternatively, you may wish to take it to a responsible person or organisation outside of the school to act on your behalf.

**SCHOOL COMPLAINT PROCEDURE**
**SUMMARY OF DEALING WITH COMPLAINTS**
**FLOWCHART**

- **Complaint heard by staff member**
  - Ensure Complaints Coordinator informed of outcome
  - **Issue not resolved**
    - Complaint heard by Whole School Leader
      - Acknowledge receipt of complaint/Letter to complainant of outcome/ Ensure Complaints Coordinator informed of outcome
    - **Issue Resolved**
      - ISSUE NOT RESOLVED
        - Head Office meeting. Letter confirming outcome. Complaints Coordinator informed of outcome
ENGLISH SCHOOL FOR GIRLS
WORRIES AND COMPLAINTS LEAFLET

Most parents get on well with the Whole School Leader and staff at our school, and as a school we ensure that class/subject leaders try to keep parents informed about school policies and their child/ren’s work. Any questions or worries that arise from time to time are usually answered promptly and helpfully. However, there may be times when parents consider their problems have not been dealt with properly and they wish to complain.

The following stages describe what you should do if you need to complain.

**Step one – contact us**

- Contact your child’s class/subject leader to make an appointment to discuss the problem.

If the matter is not resolved to your satisfaction:
- Contact the Complaints’ Leader and complete the appropriate form.

If the matter is not resolved to your satisfaction:
- Contact a member of the Senior Leadership Team: Vice Leader (Secondary), Primary, EYS Leader.

If the matter is still not resolved to your satisfaction:
- Contact the Whole School Leader to discuss the problem

The Whole School Leader (or representative) will:

- Wherever possible respond to your complaint immediately OR, where this is not possible
- Investigate your complaint and respond in writing or verbally within 10 school days OR invite you to a meeting to explain the outcome.

There are some issues that the Whole School Leader will not be able to deal with because they are the responsibility of the Head Office rather than the school (for example, school transport). If this applies in your case the school will ask you to contact the Head Office directly.

If you are not satisfied with the response you receive from the Whole School Leader you should go to the next step of the complaints’ procedure.

**NB A copy of letters of complaints and a record of their outcome will be kept on file for at least three years.**

**Step two - contact the Head Office**

The Head Office works closely with the Whole School Leader to:

- Promote a high standard of educational achievement.
- Take general responsibility for the conduct of the school.
- Make sure that the National Curriculum is taught.

When raising your complaint with the Head Office you should:

- Contact the HR Manager of the school in writing/or verbally
- Send your letter to the HR Manager within four weeks of the discussion with the Whole School leader.
- Give clear details in your letter of your complaint.
The Head Office will:

- Acknowledge your letter/telephone call within 10 school days (excluding holidays and weekends).
- Tell you what arrangements have been made for your complaint to be considered.
- Provide the opportunity for you to discuss your letter/telephone call in more detail with the HR Manager or Superior dealing with the complaint, when you may take a friend or advisor with you. If your complaint can be put right straight away this should not be necessary.
- Investigate your complaint thoroughly within 20 school days.
- Write to you/telephone within 5 days of completion of the investigation explaining the results and telling you of any action that has been recommended to put matters right. A copy of the letter will also be sent to the school.

If you are not satisfied with the response you receive from the Head Office you may take your complaint to be referred to the next stage of the complaints procedure.

**Step three - contact the Ministry of Private Education**

The Ministry has a responsibility to draw its concerns to the Head Office or School and use its influence as necessary to ensure that schools raise standards.

You should:

- write to/visit the Ministry of Private Education at the address overleaf.
- give full details of your complaint and attach relevant papers.

The Ministry of Private Education will:

- Acknowledge your letter/telephone call.
- Investigate the way in which your complaint has been dealt with.
- Contact you explaining the outcome of the investigation and any recommendations.
- Contact your school advising them of the outcome and, where appropriate, the steps needed to put matters right.

Where there are other ways of appealing or complaining you will be given advice about what to do. These are some examples of when there are other procedures:

**Admissions to Schools**
Guidance notes are issued to parents wishing to appeal against a decision not to give their child a place at the parent's preferred school.

**Suspension or Exclusion of Pupils from School**
The letter or meeting sent by the Senior Leaders to parents in these cases will explain the rights of appeal.

**Additional Educational Provision (special needs)**
Information and guidance notes about appeal procedures are available to parents in our special needs policy.
**School Complaints Procedure**

Please complete and return to Ms Hadeel (complaints leader) who will acknowledge receipt and explain what action will be taken.

<table>
<thead>
<tr>
<th>Your name:</th>
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<tr>
<td>Pupil’s name:</td>
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<td>Your relationship to the pupil:</td>
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<td>Address:</td>
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<td>Daytime telephone number:</td>
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<td>Evening telephone number:</td>
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<td>Please give details of your complaint.</td>
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<td>What action, if any, have you already taken to try and resolve your complaint. (Who did you speak to and what was the response?)</td>
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<td>What actions do you feel might resolve the problem at this stage?</td>
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Are you attaching any paperwork? If so, please give details.

Official Use

Date acknowledgement sent: .................................................................

By whom: ..............................................................................................

Complaint referred to: .........................................................................

Date: ....................................................................................................
Rationale: Living and working in Kuwait requires that we meet certain community and school expectations. The purpose of this code is to explain key expectations parents expect and the Alinmaa Educational Company require.

1. Dress code for women: Conservative clothing is expected in order to respect the religious and cultural norms of Kuwait. Equally as teaching is a professional occupation, standard of attire should always be formal. Long, non-transparent skirts or dresses which should sit below the knee, or long formal trousers below ankle length are acceptable. Women should not wear tight fitting clothing or clothing that reveals their bare, upper arms. A modest neck line is required. Appropriate shoes or neat sandals are acceptable. Flip-flops, trainers or any other casual footwear are not permitted. Denim, coloured jeans or trousers fabricated in jean material are not permitted. Leggings or other similar attire are also not permitted.  

Appropriate Moslem clothing is acceptable.

2. Dress code for men: Business clothing (with a tie) and footwear is expected. No shorts, jeans, sandals or trainers. It is not acceptable for men to wear ear studs or other visible body piercing. Appropriate Moslem clothing is acceptable.

3. Political and religious discussion: Discussion with students or staff members about political or religious matters is not acceptable. Personal views must be kept to oneself. The exception to this is where the curriculum requires such discussion (e.g. Islamic and Humanities courses).

4. Disregard or Abandonment of generally recognised professional standards: This includes but is not limited to:
   - Arriving at school under the influence of illegal substances
   - Arriving at school late without notifying the appropriate Head of School
   - Leaving the school early without the permission of the Principal
   - Not informing the teacher in charge of ‘teacher cover’ if you are going to be absent
   - Failing to do school duty
   - Failure to attend afterschool meetings as required by the Principal
   - Disloyalty to the school, school management and the Alinmaa Educational Company, this includes disclosing or sharing information or IP (Intellectual Property) to another school or company that may be harmful to the school or the Alinmaa Educational Company e.g. school resources, professional development resources.
   - Use of inappropriate language
   - Assaulting or inappropriate contact with students
   - Not following curriculum expectations as set out by the school management and the Ministry of Education. This also includes treating all students similarly.

5. Improper remuneration: It is not acceptable for staff to receive money or gifts from students or their parents from the school for special service whether during school time or out of school time. This includes tutoring students from the school. Tutoring students from other schools is permissible.

6. Duty to report: Staff that fail to report breaches of this code of conduct to senior management by other staff members will be considered culpable as well.

I have read and agree to this Teacher Code of Conduct.

Teacher’s name (Print): ______________________________ School: ______________________

Teacher’s signature: ______________________________ Date: ______________________
ENGLISH SCHOOL FOR GIRLS
ATTENDANCE & PUNCTUALITY POLICY

Introduction
At English School for Girls, attendance and punctuality are a very high priority. We want motivated enthusiastic learners who get to school on time, ready to learn and so establish good habits for lifelong learning. Parents and carers have a legal responsibility to make sure that children come to school regularly and on time. The school has a legal duty to mark the register and record the attendance of every child on its roll and to specifically code which children are absent or late and why.

What are authorised absences?
Authorised absences involve children having time out of school for approved reasons, for example: illness, urgent medical appointments, attendance at funerals or religious observance. The school will need an explanation from parents or guardians (a note, telephone call or message in person) if they are to authorise the child's absence. This is then coded in the register. Every effort should be made to arrange routine dentist's and doctor's appointments outside school hours. However, it is understood that specialist hospital or clinic appointments may have to be made during school hours. Also, for students to be released, parents should bring the medical/dental card with them.

Exceptional authorised leave
Parents who wish to take their children out of school for any other reason during school time are asked to make this request to the Whole School Leader in writing. It is important to make the request in good time before the period of requested leave; it is not acceptable to tell the school afterwards. Each request for exceptional leave will be considered as a separate case and the Whole School Leader's decision will take into account the following:
• The reason for the leave and why it could not be taken in school holidays
• The number of days requested
• Previous requests for leave during term-time
• The child’s attendance and punctuality record
• The age of the child
• The time of year proposed for the trip
• The child’s stage of education, any additional needs they may have, their current attainment and level of progress and any impact the leave will have on their learning. We are not unsympathetic to difficult or special circumstances and will always consider requests for absence that, if then authorised, are recorded as ‘other circumstances’.
Examples of this might be urgent trips to see ill relatives, or special opportunities in sport or other creativity. There is no entitlement to holiday in term-time. We strongly discourage missing school for this reason. Children miss out on crucial work and friendships and may lose their sense of engagement and involvement with school life. We do however accept that holidays do very occasionally have to be taken in term-time due to parents’ work restrictions or exceptional opportunities. Any such request for holiday is considered as above. Requests to the Whole School Leader should be made before the holiday is booked (in case the request for absence is not authorised).
We are also aware that for many children, visits to family involve long haul flights. Such requests will be considered by the same criteria as above.

What are unauthorised absences?
Unauthorised absences involve children having time out of school without explanation, or where the reason for absence is one that the school cannot authorise, for example: shopping, Birthdays, baby-sitting for
younger children, too tired, late night due to birthday, not realising term had started or because other members of the family are ill.
If the Whole School Leader does not authorise a holiday or exceptional leave in term time, and either is still taken, this is always classified as unauthorised.

Routines for managing and improving attendance
• At the end of each term certificates are given out for good attendance i.e. 98% or above
• A clear and consistent message is given at all times by all members of staff
• Every morning the receptionist checks all class registers and telephones parents if absences remain unexplained. Our approach is to be direct and relatively informal and to follow up as soon as possible.
In EYFS, rewards of class soft toys shall be given to encourage younger students. For older students rewards for 95% attendance may be given at the end of a term.

Punctuality
Punctuality is very important and sets important lifelong habits. All children should be at line up at 7.20. The register is marked between 7.20 and 7.40am, after which arrivals are marked as late. Late arrivals will be marked as such by the teacher or by the receptionist. Children arriving after 7.40, i.e. 30 minutes after registration closes, and who do not have a good reason for doing so are marked as an unauthorised absence. Students are expected to attend the pm registration. Failure of this shall result in one half-day’s absence. It is equally important that children are picked up punctually at the end of the day. If students arrive late to school, they will be prohibited to enter the lesson so as not to disturb or stop the teaching and learning cycle.

Routines for monitoring and improving Punctuality
• Late marks are issued after 7.20am. There is a great emphasis on consistency between classes
• A Late Book is kept at reception keeping a record of those who arrive late-Reception staff.
• If a child is late on more than 3 occasions in 1 term then a letter will be sent to parents, if this continues parents will be invited in to discuss the situation
• Each assembly day, we have an award for the class with the best punctuality for the week.
High Achievement Policy

Glossary of Terms

Genius – An exceptional intelligence or creative power or other natural ability or tendency that would be internationally recognised. (E.g. Mozart, Olympic medal winner, Oscar winner)

Exceptionally Able – An intelligence or creative power or other natural ability or tendency that would be nationally recognised. (E.g. On the national team)

Gifted – The top 5% of age related intellectual or academic ability within the school.

Talented – The top 5% of age related practical or creative power or other natural ability or tendency within the school.

Dual or Multiple Exceptionalities (DME) – A child with a disability or other special educational need or additional educational need, that is also gifted, talented, exceptionally able or genius in another area. (E.g. An autistic child with an exceptional calculating ability)

More able – children who have the potential to or who are working above age related expectations in academic or practical subject areas within the school.

Bright Child v Gifted Child: differences

<table>
<thead>
<tr>
<th>Bright child</th>
<th>Gifted Learner</th>
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<tbody>
<tr>
<td>Knows the difference</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Is in the top group</td>
<td>Is beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feelings/opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Is an inventor</td>
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<tr>
<td>Good at memorizing</td>
<td>Good at guessing</td>
</tr>
<tr>
<td>Enjoys straightforward sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
</tr>
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</table>
1. Rationale
Our school values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment. Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and
successes. Research has shown that by making provision for gifted, talented, the standards of achievement are raised for all pupils. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, creative talent, physical skills, leadership qualities and the ability to process ideas and information. It also recognises that there are students with potential yet to be realized.

2. Aims
The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child through:
• An agreed, shared definition of the terms “more able”, "gifted", "talented"
• Identification of talented or gifted pupils as early as possible
• Identification by the use of objective assessment measures
• Meeting pupils’ needs with a range of appropriate strategies
• Raising staff awareness of the range of strategies available to them
• Providing access to a suitably differentiated and challenging curriculum
• An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
• Fostering a culture of achievement by creating a climate of learning and excellence throughout the school
• Promoting opportunities for disadvantaged learners
• Working in partnership with parents/carers to help them promote children's learning and development
• Making use of links with other schools and the wider community to enhance learning opportunities
• Appointing a Gifted and Talented Committee to co-ordinate the above.

3. What does gifted and talented mean for English School for Girls?
The Qualifications and Curriculum Authority defines gifted and talented as: "Gifted and talented pupils are those that well exceed the expectations for their age group, either in all subjects or just one. The gifted and talented are a diverse group and their range of attainment will be varied, some do well in statutory national curriculum tests or national qualifications. However, being gifted and talented covers much more than the ability to succeed in tests and examinations. Therefore, it is impossible to set one way of identifying gifted and talented pupils." 'Gifted' generally refers to the top 5% of the school population in academic subjects and 'talented' to the top 5% in other subjects. 'More able' pupils refer to the expected performance of children within a particular year group that are working above average. Every class is differentiated to meet the needs of all children including a 'more able' group. This 'more able' group might include the one or two pupils who are identified as ‘gifted’ or ‘talented’ or more rarely ‘exceptionally able’ or ‘genius’.

4. Identification
There is a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be on going. In the case of children with Dual or multiple exceptionalities the class teacher should liaise closely with the school psychologist as assessments may need to be tailored to meet the specific needs of the child.

Identification is usually made by:
• Teacher nomination
• Reports from previous schools
• Test results/teacher assessments
• Pupil's work
• Checklists of characteristics - generic and subject-specific
• Parental information
• Peer/self-nomination

Assessment methods
• Teacher observation
• Benchmark tests/assessments – end of key stage tests, optional SATS, NFER, etc.
• Cognitive Abilities Tests
• In-house subject tests or assessments
• Response to increased challenge
• Provision of opportunity

Once identified the class teacher will work alongside the Gifted and Talented Committee to validate this nomination with assessment data. If agreed that the criteria are met, the child's name is entered in the G&T register and parents/carers may be invited to the school to discuss ways in which the child’s needs can be met and how they can be supported.
5. Modes of Working
The class teacher will:
• Take steps to liaise with year group colleagues and identify ‘gifted’ and ‘talented’ pupils across their year groups
• Assess/gather data to support the nomination
• Liaise with the Gifted and Talented Committee and parents/carers throughout the time the pupil is in their class
• Agree, plan and implement appropriate provision
• Record strategies to be used
• Include provision in medium & short term plans, as appropriate
• Review provision regularly

It is the role of the Gifted and Talented Committee to:
• To look at progress, achievement of potential and leadership opportunities
• Liaise with class teachers
• Make the teacher aware of the assessment data required
• Collate the assessment materials and results
• Work with the teacher to support the pupil and plan provision
• Contact parents and keep them informed
• Maintain the G&T register and update annually
• Work with all parties to decide upon the strategies to be used to maximise learning and development
• Review provision on a regular basis
• Liaise with the Head of Primary/Vice Principals Secondary
• Review the effectiveness of the policy

7. Provision

Provision within School

Where a child is gifted or talented in one or more areas, they will be supported with high expectations and planning within the classroom. Teachers should seek to use a variety of techniques and strategies to provide for the ‘gifted’ child. Outside schools or secondary schools may be contacted to provide these pupils with more opportunity to pursue work at their own level.

Planning for the ‘gifted’ child:

• Identifying provision for ‘gifted’ and ‘talented’ pupils in subject policies and plans
• Identifying clear stages of development in schemes of work
• Planning a differentiated curriculum with a balance of whole class, group and individual teaching
• Restructuring class organisation or pupil grouping, e.g. setting
• Setting differentiated homework
• Differentiation through pace, task, dialogue, support, outcome, resource, content and/or responsibility
• Planning a variety of extension and enrichment activities

Challenging the ‘gifted’ child:

• Problem solving and investigation to develop reasoning and thinking skills
• Use and model open-ended questions and tasks
• Introduce elements of competition within and outside peer group
• Competition against self through target setting
• Opportunities for creative and productive thinking

Extending and enriching the curriculum:

• Visiting experts and range of materials and resources
• Visits/workshops from poets, writers, artists, etc.
• Use of subject specialists
• Use of additional support, support assistants, for one to one or group work to extend child in a specific area (social or academic)
• Links with outside agencies (music tuition (even if not on curriculum), sports coaches, etc.)
• Clubs at lunchtime or after school, covering academic as well as other activities
• Participation in special competitions
• Enrichment sessions during the school year
• Activities with other schools within the company schools
• Consideration of the enrichment activities provided by outside associations and organisations

Provision outside School

The most effective support the school can provide to parents of ‘gifted’ and ‘talented’ children is via open communication of information about progress and strategies adopted.

The school will need to make use of:
• Subject specialists
• Specialist clubs and societies
• National Associations
• The Internet

7. Continuity and Progression

• Information on pupils is provided on transfer between classes
• Information on pupils is provided on transfer between schools

8. Monitoring, Assessment and Evaluation

Student achievements will be monitored and evaluated.
This process will include:
• Regular observation and recording of progress across the curriculum
• Encouraging pupils to assess and review their own performance
• Valuing out of school achievements
• Intervention activities to prevent underachievement

9. Named Committee (later date)

• A named committee has responsibility to ensure that gifted and talented is always on the agenda for teaching, learning and school management.

10. Continuing Professional Development

• Appropriate in-service training for all staff
• Involvement in partnership training initiatives

11. Process for Development and Review

• The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
• Our commitment to support the gifted and talented pupils is reflected in our School Development Plan
• This policy and the success of the school’s provision for the ‘gifted and talented’ pupils will be reviewed annually by the Gifted and Talented Committee/Whole School Leader.

12. Links to other Policies

This G&T policy should be read in conjunction with the Curriculum policies, Equality Statement, and SEN policy.
The school owners and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
A student council member at ESG must perform well in and out of the classroom. While in school a student council member will set the tone for all other students by receiving high marks, wearing appropriate uniform that is detailed in the school dress code, use time management, be dependable, organize, encourage school wide cooperation and a strong work ethic. Outside of school, members will embody excellence as they act as ambassadors of our learning community.

**What:**
Members will work hard to conduct school wide projects, serve the student body and represent the voice of their fellow classmates with boldness and effectiveness. Members will also help with school problem solving techniques and act as sources of encouragement to their peers. These students represent servant leadership to the entire learning community.

**Why:**
It is essential for learning communities to involve, encourage and equip young leaders to take part in their educational experience. The student council will offer guidance and place self-responsibility on each member. Members will choose to represent their school with pride, dignity, integrity and sophistication. Members will respect management and school owners’ policies, hold a positive attitude and practice strong communication skills as these are basic qualities of a leader. If members are not representing their school well they will receive constructive critics as a way to grow, be placed on the behavioural policy or if the experience is extreme, students will be asked to leave the council. The goal of this organization is to improve student’s leadership skills and school life for each member of the learning community through servant leadership.

**When:**
Members will be expected to attend weekly meeting and all school events.

**Election:**
All students in each year group having a representative on the Student Council should be entitled to stand for election to the Council.

Voting may take place during class time, break or after school. The holding of elections during class time is at the discretion of the Board of Management or Whole School Leader as the case may be, having regard to the views of the staff of the school. All voting should take place by secret ballot. The counting of votes should take place under the supervision of a member of the staff of the school.

**Student Council Member positions:**

<table>
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<tr>
<th>Year 7 - 11</th>
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<tr>
<td>President (Y11)</td>
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<tr>
<td>Treasurer (Y10)</td>
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**Standard Yearly Activities:**
• Liaising with staff members and Whole School Leader on issues of concern to students.
• Communication and co-operation with school staff.
• Co-operating with management and staff on the development of school rules and regulation.
• Having a say in school policies e.g. anti-bullying policy, homework, mobile phones, healthy eating, code of discipline, uniform and punctuality.
• Mentoring programmes for younger students, table quizzes, poster competitions, guide to the school for new students.
• Organising recycling in school: getting involved or introducing the Green Schools, running an anti-litter campaign, clean up an area of the school or helping out in the community on environmental issues.
• Carrying out surveys and questionnaires on issues and reporting back to the school management with the gathered information.
• School newsletter / magazine: or putting together a school record for the year using photographs etc.
• There are many more activities which a Student Council can be involved in. The Student Council should listen to the views of the students, the staff, the Whole School Leader and the Board of Management when drawing up its calendar of activities.

Officers of the Student Council:

**The President**
• Is the chief spokesperson and officer of the Student Council;
• Calls meetings;
• Chairs meetings in a fair manner ensuring that all have an equal say;
• Has the casting vote if voting is divided equally
• Signs any letters, notices etc. that are issued by the Student Council;
• Liaises with school management;
• Ensures that the Student Council is run effectively and efficiently;
• Prepares the agenda for each meeting with the Secretary
• Signs the minutes from the previous meeting with the Secretary, on acceptance.

**The Vice-President**
• Takes over the responsibilities of the chairperson when he/she is not available;
• Assists the chairperson in the organization of the Student Council;
• Accompanies the chairperson to meetings when necessary.

**The Secretary**
• Prepares the agenda for each meeting with the Chairperson and in consultation with the other officers of the Council;
• Circulates the agenda to all members in advance of the meeting or at the start of the meeting;
• Takes minutes at meetings and writes them up;
• Distributed/reads out minutes from previous meeting and on acceptance, signs them with the Chairperson;
• Sends out letters and notice of meetings that will be held stating time and place;
• Ensures that everyone is aware that meetings are being held.

**The Treasurer**
• Manages any funds raised by the Student Council;
• Keeps financial records in order and reports to the Student Council on the current financial status of the group;
• Makes a brief financial report at every student council meeting;
• Provides the Council and Board of Management with a complete financial report at the end of the school year.

As a general rule any payments made by the Treasurer should be countersigned or endorsed by another member of the Council or a teacher designated for this purpose.

**The Public Relations Officer**
• Keep the whole school informed about the activities of the Student Council;
• Keep notice boards updated;
• Help produce the Student Council newsletter;
• Take lots of photographs of Student Council activities to accompany any reports or notices for the board;
• Promote good communications between the Student Council and students, teachers, school management and parents.
Commitment Contract

1. Below is a contractual commitment by the Senior Leadership team and subject/class leaders that they will endeavour to raise the standards of learning and achievement at English School for Girls from the academic year 2014-2015 and thereafter.

2. It is also a contractual commitment by the Senior Leadership team and subject/class leaders that they will propagate and adhere to the principles of being a ‘learning focused school’ within their professional tenure from the academic year 2014-2015 and thereafter.

Designation:________________________________________________
Name:_____________________________________________________
Signature:__________________________________________________
Date:_______________________________________________________
WORKING IN KUWAIT

Respect for Islam
Kuwait is a conservative, orthodox Muslim country and as such prohibits all religious and political discussion whatsoever with students. Please take careful note of this, as a violation will be construed as a penal offence.

Article 23 of law number 3 of 1961 states: “Disparagement of Almighty Allah, the Prophet or the companions of the Prophets is prohibited whether by protesting, challenging, mockery, vilification or by any other means of expression as provided for in Article 29 of law number 30 of 1970, amending certain provisions of the penal code number 16 of 1960.”

Ramadan
The requirement to abstain from any food or drink or tobacco from sunrise to sunset during the holy month of Ramadan is strictly adhered to in all public situations in Kuwait. Non-Muslims are not required to fast, but they must not be seen eating, drinking or smoking during the fasting hours. In school this means that staff may eat and drink in the staff room. Anyone doing so should ensure that the door is closed. Out of school, even during the hottest months, you should not eat, drink or smoke anywhere in public.

Students, Muslim as well as non-Muslim, in school who are not fasting eat in the designated areas and are supervised by non-fasting staff.

MANAGEMENT STRUCTURES AND LINES OF RESPONSIBILITY

- All Primary leaders/assistants from pre-KG to year 6 report directly to the Coordinator and then the Assistant School teachers. The Assistant School Leader Academic is responsible for leading the primary curriculum, Assistant School Leader Pastoral coordinating rewards and addressing behavioural issues, in addition for organizing covers for absent teachers.
- All secondary teachers (Yr7-12) report directly to the Assistant School Leaders Secondary. The Assistant Academic School Leader is responsible for leading the secondary curriculum, Assistant School Leader Pastoral coordinating academic rewards and organizing covers for absent teachers.
- All secondary teachers liaise with the Assistant School Leader Pastoral on issues of discipline and pastoral care.
- All Arabic and Islamic teaching staff, of both Primary and Secondary schools, report directly to their Department Leaders.
- ESG school secretaries, the Registrar, security and other auxiliary personnel report directly to the Office Manager.
- All maids report to the School Nurse.
- The Storekeeper reports directly to the Whole School Leader.
- Prefects will liaise with their Form Teachers, Assistant School Leaders and Whole School Leader.
- After School Clubs Coordinator should report directly to the Principal.
Lines of Responsibility

ESG Leadership Structure 2014-2015
(TP=Also teaching post)
<table>
<thead>
<tr>
<th>Staff</th>
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<tbody>
<tr>
<td>Margaret McArthur Reid</td>
<td>Whole School Leader</td>
</tr>
<tr>
<td>Alia Salah</td>
<td>KG T Class Leader</td>
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<tr>
<td>Shaimaa El Aziz</td>
<td>KG T Learning Ass</td>
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<tr>
<td>Haifa Shawish</td>
<td>KG R Class Leader</td>
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<tr>
<td>Hala Al Halimy</td>
<td>KG R Learning Ass</td>
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<tr>
<td>Jinan Al Jilani</td>
<td>Rec R Class Leader</td>
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<tr>
<td>Mubarak Begum</td>
<td>Rec R Learning Ass</td>
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<tr>
<td>Asima Tahir</td>
<td>Rec T Class Leader</td>
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<tr>
<td>Eman Al Tamimi</td>
<td>Rec T Learning Ass</td>
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<tr>
<td>Prenel Naidoo</td>
<td>1E Class Leader</td>
</tr>
<tr>
<td>Yasmin Khalid</td>
<td>1E Learning Ass</td>
</tr>
<tr>
<td>Victoria English</td>
<td>YR 1T Class Leader</td>
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<tr>
<td>Hind Al Salamah</td>
<td>YR 1T Learning Ass</td>
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<tr>
<td>Basma Al Masri</td>
<td>YR 1R Class Leader</td>
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<tr>
<td>Asma Al Shemari</td>
<td>YR 1R Learning Ass</td>
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<tr>
<td>Bidoor Al Sayegh</td>
<td>YR 2E Class Leader</td>
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<td>YR 2E Learning Ass</td>
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<tr>
<td>Dina Elghalayini</td>
<td>YR 2T Class Leader</td>
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<tr>
<td>Dalal Al Mansour</td>
<td>YR 2T Learning Ass</td>
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<tr>
<td>Pam Holmes</td>
<td>YR 2R Class Leader</td>
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<tr>
<td>Nesreen Al Subaie</td>
<td>YR 2R Learning Ass</td>
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<td>Diana Deeb</td>
<td>YR 3T Class Leader</td>
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<tr>
<td>Rathmah Careem</td>
<td>Yr 3R Class Leader</td>
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<tr>
<td>Ibtsam Gul</td>
<td>Yr 4T Class Leader</td>
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<tr>
<td>Ms Jean Isola</td>
<td>Yr 4R Class Leader</td>
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<tr>
<td>Laura Ni Chathasaigh</td>
<td>YR 5T Class Leader</td>
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<tr>
<td>Jana Kies</td>
<td>YR 5R Class Leader</td>
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<tr>
<td>Ms. Venetta</td>
<td>YR 6T Class Leader</td>
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<tr>
<td>Ms. Althea</td>
<td>YR 6R Class Leader</td>
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<tr>
<td>Vera Al Zaid</td>
<td>Primary School Leader</td>
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<tr>
<td>Lindy Pick</td>
<td>Vice Leader - Academic</td>
</tr>
<tr>
<td>Sameera Abdullatif</td>
<td>Vice Leader - Pastoral</td>
</tr>
<tr>
<td>Mariana Hurley</td>
<td>Physics Leader</td>
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<tr>
<td>Cordelia Anosike</td>
<td>Chemistry Leader</td>
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<tr>
<td>Sarah Basha</td>
<td>Biology Leader</td>
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<tr>
<td>Nabila Dajani</td>
<td>LAB TECH</td>
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<tr>
<td>Nikki Rickard</td>
<td>ENG Leader</td>
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<tr>
<td>Nourhan Bazzara</td>
<td>ENG Leader</td>
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<tr>
<td>Moira Bentley</td>
<td>ENG/Drama Leader</td>
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<tr>
<td>Christine Camm</td>
<td>ENG/French</td>
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<tr>
<td>Huma Saeed</td>
<td>MATHS Leader</td>
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<tr>
<td>Helen Hawden</td>
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<tr>
<td>Saima Asim</td>
<td>HE/D&amp;T Leader</td>
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<tr>
<td>Asmaa Arif</td>
<td>ICT Leader</td>
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<tr>
<td>Eman Roshdi</td>
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<tr>
<td>Maggi Al Dhafeeri</td>
<td>Librarian</td>
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<tr>
<td>Salam Tahar</td>
<td>PE Leader</td>
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<tr>
<td>Xmandi al Nur</td>
<td>ART Leader</td>
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<tr>
<td>Haneim Najjaar</td>
<td>ACC/BUS/ECO Leader</td>
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<td>Staff</td>
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<tr>
<td>Yousra Al Ghanim</td>
<td>Arabic Section Leader</td>
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<td>Nesrine</td>
<td>Arabic Sec Class Leader</td>
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<tr>
<td>Sabah Refaat</td>
<td>Arabic Sec Class Leader</td>
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<tr>
<td>Sahar Mohammed</td>
<td>Arabic Sec Class Leader</td>
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<tr>
<td>Riham Sadieq</td>
<td>Arabic Sec Class Leader/Min</td>
</tr>
<tr>
<td>Fatma Mahmoud</td>
<td>Arabic Sec Class Leader(7/8/9/10/11)</td>
</tr>
<tr>
<td>Amani Tawab</td>
<td>Arabic Junior Class Leader(1/2/6)</td>
</tr>
<tr>
<td>Ayda Ahmed</td>
<td>Arabic Junior Class Leader(3/4/5)</td>
</tr>
<tr>
<td>Zahra’a’ Al Sayed</td>
<td>Arabic Junior Class Leader</td>
</tr>
<tr>
<td>Suha Al Muzaini</td>
<td>Arabic EYS ‘Class Leader</td>
</tr>
<tr>
<td>Sarab Hayam</td>
<td>Arabic EYS Class Assistant (KG/Rec)</td>
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<tr>
<td>Khansaa Ghazi</td>
<td>Islamic Section Leader</td>
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<tr>
<td>Azza Refaat</td>
<td>Islamic Senior Class Leader(4/3)</td>
</tr>
<tr>
<td>Hanaa Ramadam</td>
<td>Islamic Senior Class Leader(1)</td>
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<tr>
<td>Mariam Marouf</td>
<td>Islamic Junior Class Leader(3/2)</td>
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<tr>
<td>Nada Hamidam</td>
<td>Islamic Junior Class Leader(KG/Rec)</td>
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<tr>
<td>Tasneem Majeed</td>
<td>Islamic EFYS Class Leader</td>
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<td>Eman El Ruman</td>
<td>IFL Leader</td>
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<tr>
<td>Mervat</td>
<td>REGISTRAR</td>
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<td>Nourhan Bazzara</td>
<td>EXAMS OFFICER</td>
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<td>Osamma</td>
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<tr>
<td>Mohammed</td>
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<tr>
<td>Ilyas</td>
<td>IT TECHNICIAN</td>
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</tbody>
</table>

### Administration

Director                  Nasser Saddouq  
Head of Personnel          Mohammed Maswadeh  
Administration Coordinator Ms Jamila Homsi  
Head of Accounts           Dawod Aljaouni  
Accountant                 Hadeel Wishah  
Registrar                  Mervet Malak  
Nurse                      Ms Yasmine  
Office Manager             Hadeel Nasser  
Receptionist               Ms Niveen  
Administration Services manager Mazin Younes  
IT Technician              Mohammed Ilyas  
IT Technician              Rajesh Kumar  
Website Manager            Mauritius D’Silva  
Photocopying               Suseela Sasi  
Bus Manager                Khalid Al Khaldi  
Uniform Shop               Suseela Sasi  
Security                   Anoop Sasidharan  
Security                   Hari Kumar
### Calendar 2014 - 2015

#### September 2014

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- **24th August-All senior management staff report**
- **31st August – All staff report-Induction days**
- **2nd Sept-Students Yrs 7—12**
- **3rd Sept-Students Yrs 3-6**
- **4th Sept-Students Yrs Foundation, 1 & 2**
- **24th September – Introductory Evening**

#### October 2014

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- **5th October Eid Al Adha/end of term Break**
- **12th October-1st term 2nd half begins**
- **25th October Islamic New Year**

#### November 2014

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- **4th November- Progression Reports**
- **5th November – Parent Interviews/Evening**
- **13th November Ashura**

#### December 2014

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- **30th - 4th December – Revision week**
- **7th- 18th December-Examinations Weeks 1&2**
- **18th December-Foundation reports**
- **21st-1st January Winter Break**

#### January 2015

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- **3rd January Prophet’s Birthday**
- **4th January – 2nd Term 1st half begins**
- **19th January- Reports-Whole School**

#### March 2015

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- **1st March – 2nd Term 2nd half begins**
- **10th March-Progression Reports**
- **11th March-Parent Interviews/Evening**

#### April 2015

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- **26th April-Mid-term Break**

#### May 2015

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- **3rd May-3rd Term 1st half begins**
- **10th May-Revision Week**
- **17th May Examination Week1**
- **24th May – Examination Week 2**

#### June 2015

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- **6th June - Reports**
- **10th June-Parent Query Day**
- **11th June- Staff last day**

#### July 2015

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- **6th July – Progression Reports**
- **Aug-All senior management staff report**
- **Aug-All senior management staff report**
- **Aug-All senior management staff report**
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<th>February 2015</th>
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Term 1 = 73 days  Term 1 = 4 weeks & 10 weeks.  Term 2 = 75 days  Term 2 = 7 weeks & 8 weeks.  Term 3 = 30 days  Term 3 = 6 weeks  Total = 178 days
### SCHOOL DAY Academic Year -2014-2015

**40 Lesson Week**

**40 lesson week-45 mins-8 lessons (last lesson 40 mins)**

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B. SCHOOL ADMINISTRATION
ABSENCE – STAFF

Unplanned Absence
You must notify Assistant School Leaders Pastoral Primary and Secondary by 6.30am each workday if you are unexpectedly going to be absent.

Planned Absence
You should complete a Leave of Absence (Foo2) form.
Members of staff who absent themselves from school without first gaining permission will lose pay and may face further disciplinary action.

Compassionate Leave
The company allows three (3) days paid compassionate leave in the event of death of an immediate family member.
Overseas contracted staff may apply for up to a maximum of ten (10) days compassionate leave if they wish to travel outside the country. In the event, paid leave is three (3) – the balance will be unpaid leave. Application for compassionate leave must be registered on a Leave of Absence Form (F002).

APPRAISAL
As a condition of employment staff appraisals are undertaken throughout the year. Staff holding positions of responsibility (Whole School Leader, Assistant School Leaders) will actively participate in the staff appraisal scheme. There is an ongoing open evaluation which requires close co-operation and consultation between staff holding posts of responsibility and other teaching staff working in the same team.

ARRIVAL AND DEPARTURE
All staff are required to sign in by 7.10am and sign out after 2.45pm. The finger printing machine is kept in reception. If staff need to leave the school premises they must complete the Time Out (F001) form. This is for both short term departure and early departure. This requires a signature from the Senior Leaders. For short trips of under 15 minutes, staff need to complete the sign in/out both at the outside door. This is a security requirement for the safety of all members of staff. If your leave is extended past fifteen minutes you must complete the Time Out (F001) form when you return.
Staff must be available until 3:30pm for scheduled staff meetings and for clubs. Staff must also be available for scheduled events in the evenings, as per the school calendar. Afternoon Meetings: Begin at 2:30pm

ASSEMBLIES
Morning Whole school Assembly
• Each day all staff should be in attendance in the playground to help form the classes into their line. Secondary students will go straight to Form Class, except on their Full School Assembly Day.
• Teachers should be with their class.
• All other staff are requested to assist where necessary. The onus is on all staff to establish a high standard of behaviour and check on uniform, chewing gum, speaking and general inattentiveness.
• At the end of the assembly Teachers are to lead their classes off the playground to class.
BEHAVIOUR MANAGEMENT STRATEGIES

Strategies to avoid issues arising:
• Be on time for the class and observe lesson times.
• Be thoroughly prepared.
• Ensure students enter the class in an orderly manner.
• Have them lift their chairs rather than dragging them from under the desk.
• Have a seating plan that you determine.
• Identify the objective of the lesson so they are aware of the expectations.
• Vary the activities to ensure all learning styles are catered for in a lesson.
• Do not sit at the front desk for any extended period of time in the lesson.
• Do not allow students to call out when the class is asked a question.
• Be willing to listen to the student’s point of view.
• Have only one student at a time answering a question.
• Do not spend too much time before having the students engaged in the learning process.
• Do not allow school bags to block walk ways.
• Maintain appropriate standards of respect.
• Develop a set of procedures/warnings that the students become familiar with so they are aware of your expectations and the consequences.
• Do not waver from the rules you adopt.
• Use praise to motivate the student who may often be difficult to manage.
• Ensure the class is prepared and ready to leave 5 minutes before the bell goes.

Strategies to use once an issue develop:
• Give the student an initial warning verbally.
• Write the student name on the board as a first warning.
• Follow the behaviour management programme.

Strategies that MUST NOT be used:
• No student is to miss their lunch by detaining them for the full break.
• No student is to be sent out of the room unless they have a pass.
• No student is to be sent to the Assistant School Leaders unless the behaviour is such that it meets the requirements as outlined in the Behaviour Management Policy.
• Do not detain the students at the end of the lesson making them late for the next class.

BIRTHDAY CELEBRATIONS
Students may have on Thursday only a birthday cake sent in to celebrate their birthdays. No other additional items are allowed.
Individual cupcakes should be delivered to the office, not directly to the classroom. These are to be collected by the student at break time only.
Students are responsible for supplying plates/forks etc. and must clean up their own mess. Parents may give a camera to the teacher/assistant to take a photograph, but they may not go to the classroom themselves.

CLASS LISTS
Class lists will be available at the beginning of the school year, issued by the Office Administration. Assistant School Leader Academic is responsible for the generation of class lists for the Year 10 and 11 Optional subjects. These will need to be up-dated during the first few weeks of term.
When any class lists are displayed, only the students’ names should be evident – nationality, phone numbers, data of birth, religion etc. should all be removed.
If you are given a corrected spelling of a name by either parents or older students, you should give a written note with the correction to the Registrar who will correct it on the computer. The correct name to use is first name (‘good’ name), second name (fathers) and last name (family). For reports, or any other official
communication, only the name as recorded on the class list should be used. It is therefore important that corrected spellings are notified to the office.

CHEWING GUM, EATING/DRINKING IN CLASS
No staff or students are to chew gum on school property at any time. During teaching time, no staff member is permitted to have any hot drink in their class whether in a sealed cup or not. Teachers and students only water is permitted. No food of any kind may be consumed either during teaching time.

CLUBS AND CO-CURRICULAR ACTIVITIES
Clubs run as follows: 2:30 – 3:30
At the beginning of each club session you will be asked to identify the club you may wish to run. Students will be informed of the choices available and given a form to take home so parents can be invited to come to school to nominate the choices. Clubs should run every week of the club session. They should not be cancelled without a very good reason and then at least one day’s notice should be given to students.

STAFF CODE OF CONDUCT
English School for Girls encourages a professional environment where global educational ethical standards are encouraged to promote the best learning environment for all members of the school community. This encompasses the teaching, administrative and ancillary staff as well as the parent and local community.

Ethical standards for teaching staff
As a Class/Subject Leader:
• I strive to make my foremost responsibility the education and welfare of all students in my care, and I respect the uniqueness and dignity of each student.
• I strive to build relationships with students’ families, as appropriate, that contribute to students’ welfare and education.
• I strive to promote mutual respect and trust in my relationships with colleagues. I assist newcomers to the profession, and I behave in a way which enhances the status of the profession.
• I do my best to fulfil my responsibilities to my employer, my community and society.

Responsibility to students
As a Class/Subject Leader, I strive to make my foremost responsibility the education and welfare of all students in my care and I respect the uniqueness and dignity of each student. This means that I:
• Regard the lifelong learning of students as the main goal of teaching.
• Base teaching on best theoretical and practical knowledge and knowledge of each student’s development.
• Recognise and respect, and promote the understanding of diversity.
• Provide an environment which promotes the physical, emotional, social and intellectual well-being of all students.
• Create and maintain appropriate professional relationships with students.
• Protect student’s rights to privacy and confidentiality.

Responsibilities to students, parents/guardians and families
As a Class/Subject Leader, I strive to build relationships with students’ families, as appropriate, that contribute to students’ welfare and education. This means that I strive to:
• Establish relationships with parents based on courtesy, mutual trust and open communication.
• Respect family privacy and treat information with an appropriate level of confidentiality.
• Respect parents’ and guardians’ rights of inquiry, consultation and information with regard to their children.
• Respect the uniqueness and characteristics of family backgrounds

Commitment to colleagues and to the teaching profession
As a Class/Subject Leader, I strive to promote mutual respect and trust in my relationships with colleagues (both teachers, and others), I assist newcomers to the profession, and I behave in a way which enhances the status of the profession. This means that I strive to:
• Build an atmosphere of trust, mutual respect and openness.
• Act within the educational and wider community in a way which enhances the status of the profession.
• Commit myself to on-going professional learning and continually improve my teaching and learning strategies.
• Assist, support and encourage newcomers to the profession.

Responsibilities to employers and to the community and society
As a Class/Subject Leader, I do my best to fulfil my responsibilities to my employer, my community and society. This means that I strive to:
• Be truthful when making statements about qualifications and competencies.
• Observe contractual commitments.
• Promote actively the improvement of school/institutional policies.
• Provide a high standard of professional service.
• Develop in students the values of a democratic society: respect for others, freedom, equality, integrity, participation and the pursuit of truth.
• Promote cooperation among all agencies and professionals working in the best interests of students and families.
• Provide a professional service which is responsive to the needs of the community.
• Develop, by precept and example, a respect for laws and policies which protect and promote the well-being of students, families and the community.

STUDENT CODE OF CONDUCT
All members of the English School for Girls community have rights and responsibilities as partners in education and should follow practices which demonstrate respect for the laws and regulations of our society.

The school recognizes the following appropriate behaviours, which make the school a safe and effective place of learning, and which brings credit to the school and individuals.
• Using language and actions that encourage mutual respect and courtesy.
• Respecting the views of others.
• Being sensitive to the needs of, and caring for others.
• Resolving conflict in a non-offensive manner.
• Reporting incidents of physical abuse, or verbal abuse, or harassment.
• Attending regularly and being punctual to all activities.
• Being prepared for all classes and activities.
• Observing all safety rules.
• Caring for personal and public property.
• Accepting responsibility for one’s own learning.
• Completing all work honestly to the best of one’s ability.
• Working co-operatively with others.
• Accepting that one is responsible for one’s personal behaviour in all situations.
• Observing the laws and regulations of our society.

COLLECTION OF MONEY
Students must put any money coming in to school into a named envelope. (e.g. for class photographs, trips, etc.) The money is to be collected by the form teacher, marked off against a class list, and should be taken to the Accounts Clerk.
The accounts manager will deal with all money, not the staff.

STAFF DRESS CODE
There may be ‘MUFTI’ or plain clothes days throughout the year where students and staff are able to dress on a more casual basis. Please note, if staff are involved in any reprimand regarding dress code, they will be required to return home to change and the time taken for this shall be deducted from the next month’s salary. This is in accordance with ministry regulations. Please bear in mind that it is as embarrassing for the messenger as it is for the person concerned to discuss such matters.

DUTIES
All duties must be carried out according to the timetables as set by Management.
Should it be impossible to cover a scheduled duty for any reason, a replacement/swap should be arranged by the staff member concerned.
School events such as concerts, in-service meetings, parent consultation evenings, sports events, etc. held outside normal school hours are added to the calendar in advance. Staff are expected to attend these events.
No student should be in a room without a Class/Subject Leader present.

Morning Duty
• Members of staff will be on duty from 7.00am to 7.20am. Those teachers on the roster when a staff briefing is scheduled are exempt from the briefing. The duty must take priority.
• When the bell is rung at 7.20am duty Class/Subject Leaders should ensure students line up immediately for assembly.

Break Duty
• Staff should patrol the designated area to monitor the movement along the corridors and not allow students to enter the school buildings without good reason.
• Behaviour in the bathrooms should also be monitored.
• Staff are to ensure students move to class quickly and quietly as soon as the bell rings.

After School Duty
• It is the responsibility of all staff members to ensure students leave their classrooms tidy at the end of the day.
• Students are to go to the relevant playground for collection by a parent or driver/maid. Students attending sporting practices, extra-curricular activities and detentions should move to those areas immediately upon dismissal.
• No student is to remain in a classroom without a teacher present.

Cover Duty
• The identified cover lessons are allocated on the basis of equitably distributing the work load. Those class/subject leaders on a heavier teaching load will not be called upon to do cover duty unless an emergency arises.
• Staff will be notified of a cover duty by either the Assistant School Leaders and a register is kept to ensure the process is equitable and transparent.
• When staff members know beforehand that they will be absent they are required to provide work for their classes. This should be left with the Assistant School Leaders Pastoral.
• In the case of unexpected absence it is expected the cover Leader make good educational use of the time. Cover staff can use the absent class/subject leader’s room and actively supervise students to ensure they are engaged in worthwhile activities.
• It is not appropriate to allow the students to go to other rooms.

Inclement Weather Duty
• In the case of major sandstorms or downpours of rain at the end of lesson two class/subject leaders will supervise the class until the weather clears. Students may go to the canteen where the Administration will be on duty.
• Class/subject leaders on preparation lessons are to leave their rooms and assist on the corridors to ensure all students remain in the class rooms.
• Students are permitted to leave the room to visit the bathrooms; however they must have the corridor pass.
• If the inclement weather continues over a complete break normal lesson sequence will be followed.
• The Whole School Leader will make the decision to end the wet weather procedures and inform the staff.

EDUCATION OUTSIDE THE CLASSROOM
Trips are an important part of the student’s education as they provide hands on understanding and reinforce topics taught in the classroom. All requests for trips must be on the appropriate form and have prior approval from the Whole School Leader and the Ministry (this approval is sought by the Registrar). Trips should be planned throughout the school year to correspond with topics being taught across all areas of the curriculum. Parents are to be notified about any trip well in advance. No student will be permitted to go on any trip if they have not returned the permission slip, signed by their parent by the due date.

Organisation
• The planning of any visit must be done in consultation with the Senior Leaders.
• All documentation to parents must be signed by the Whole School Leader.
• The notice to parents must include a permission/reply slip.
• The relevant form must be completed before any notification to students or parents is disseminated.
• The forms must be submitted at least three weeks prior to the trip/excursion.
• Transport should be organized and confirmed with Administration as soon as possible.
• Staff should ensure that all monies collected by Class/Form Leaders are passed immediately to the School Accountant.
• Reply slips must be filed and a list of students attending the excursion/trip be handed to the Assistant Leader Pastoral Primary/Secondary.

Responsibilities
• A nominated teacher for each trip/excursion has overall responsibility.
• The Administration will contact the venue before the date to check that everything is in order.
• A First Aid Kit should be collected from the school Nurse and taken on the trip.
• The nominated Class/Subject Leader must ensure that the student/staff ratio is no more than 12-1.
• Note if a problem arises while on the trip/excursion, the teacher in charge should contact the Senior Leaders.

EMERGENCY PHONE NUMBERS
In the event that you are sick or otherwise unavailable for work, it is important that you know the contact telephone numbers of your Senior Leaders. Please ensure that you have them to hand when you need them.

EMERGENCY PROCEDURES
All staff are required to familiarize themselves with the emergency procedures for the evacuation of the building. Please refer to the ‘Emergency Evacuation Procedures’ document.

EVACUATION PROCEDURES
Notification of a fire emergency:
The staff member who discovers the fire informs the Whole School Leader/Reception staff by either: phoning-requesting other staff close at hand.
The notified Administrator makes the decision to activate the alarm and calls the fire brigade.

Responsibilities
Whole School Leader
Overall management and recording that all staff and students are accounted for.

Assistant Leaders Primary/Secondary
• Assembly area
• Collects marked class lists from teachers
• Management of students and staff.
• Notification to the Whole School Leader of missing or injured students or staff.

Office Manager
• Manage Administration Staff and visitors to the school.

Security Staff
• Manage the entry of the fire brigade and other personnel as deemed necessary.

Administrative/Ancillary Staff
• Report to the Office Manager at the evacuation point.

Nurse
• Move to the Assembly area with any students in care. Report to the Senior Leaders with Medical Kit and tend to medical emergencies.

Teaching staff with a class:
• On hearing the alarm:
  ➢ Instruct the students to stand, leave all personal property and move to the door.
  ➢ Exit room calmly and quietly.
  ➢ Close the windows and door; ensure you are the last person to leave the classroom.
  ➢ Leave the building following the safest and closest exit as indicated on the map in the room.
  ➢ Assemble students in their Class/Form groups in assembly area
  ➢ Call the roll and report to Assistant Leaders to confirm all students are accounted for.
Teaching staff without a class:
- Evacuate the building; assist with the orderly evacuation as appropriate, check all rooms as you pass. Assemble with your class and assist with roll checking.
- Report to Assistant Leaders that building is evacuated.

Assembly Area Procedures
- Students are to line up calmly in Class/Form Groups in the area assigned.
- Students must sit down if the weather permits.
- Check all students are accounted for.
- Report to the Assistant Leaders Primary/Secondary of the names of any unaccounted students and the marked class list.
- Remain with your group at all times and wait for further instructions from the Whole School Leader.

FIRE EVACUATION
The orderly evacuation of the school building during lesson time is critically important in the event of a fire. Displayed in each room is a plan which shows the route that should be taken to evacuate from that particular room. It is important that the specified route is followed to avoid any unnecessary congestion on staircases and at exits. Staff and students should not take belongings with them and should move quickly and in an orderly fashion, escorted by the Class/Subject Leader. The classroom windows should be closed and the door of the room should be closed after the last person leaves the room. The assembly area is on the undeveloped sandy area where staff parks their cars. Students and staff will leave through the playground gates via the nearest stairs. The School Receptionist will bring out the registers. These must be checked as should the class register.

FORM/CLASS Leader
Duties and responsibilities:
The role of the Form/Class Leader in this instance requires skills of awareness, approachability, consistency, reliability and concern. The students gain from their Class/Form Leader an awareness of the School’s expectations with respect to conduct, their attitude towards their studies, personal appearance, punctuality, trustworthiness and their care and concern for others.

Class/Form Leaders take considerable responsibility for preparing students to be valuable and valued members of the community.

General
- To be the first and most regular point of contact for students in terms of pastoral care and as such play an important role in supporting and advising students at each stage of their school career.
- To establish a personal relationship with their class and know as much as they can about the background, ambitions interests and problems of their students.
- To encourage students to strive for the highest standards in their work, behavior and appearance.
- To review student report comments and devise strategies with the student and parents for further improvement and target setting.
Pastoral

• To get to know students through contact at Form time and individually on a regular basis.
• To be ready to listen; Class/Form Leaders are often the first to pick up problems such as bullying.
• To keep up to date records on students: copies of timetables, extra-curricular activities, achievements and keep the Senior Leaders informed.
• To collate information about students’ progress through reports and discussions with subject teachers. Students should be aware that their successes and failures are being monitored.
• To pay special attention to appearance and dress and each morning to make sure students are correctly attired and are following the school rules with regard to uniform, hair length, jewellery, make-up etc.
• To check and sign homework diaries weekly and to remind students regularly about the time which should be spent on homework and the subjects they should be doing each evening.

Administration

• To keep an accurate register of attendance.
• To follow up absences and if a parental note has not been obtained after two days to inform the Assistant Leaders Pastoral.
• To inform the Assistant Leaders Pastoral of any student whose efforts and progress deserve praise and any who are falling behind.
• To read Student Notices when applicable and circulated information carefully and to inform students in Form time. This is particularly important in respect of changes to school routine, matches, practices and special events.
• To hand out and collect in letters to parents/reply slips and to ensure effective communication.
• To collect and record money from students.

GRADES

Examination and test grades will be based on the thresholds printed below. Student work will be graded accordingly. This will ensure rigour across the curriculum.

Term grades are a summation of the marks awarded for class work, homework and tests throughout the year.

It is expected that these would reflect the examination grades with the occasional exception. E.g. A student may have a slightly higher term grade than examination grade due to examination nerves. However, the deviation should be slight.

E.g. A student may gain a U at examination due to absence from the examination.
E.g. A student has not prepared sufficiently, immediately prior to the examination.

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ILLNESS
There is a school nurse on staff. Students are to have a note from their teacher before they visit the nurse. The nurse will give a release note stating the time the student left. If the student is to go home, the nurse will sign a release form.

MEETINGS
Staff are to attend all briefings, departmental and staff meetings. Full staff meetings are scheduled as per the calendar and no after school activities are to be organized for this day. An agenda will be prepared and staff may submit items for the agenda at any time. Staff may be required to attend other staff meetings called. Sunday after-school meetings shall be on a carousel system; 1st Whole school or PD (mandatory)/2nd SMT/3rd School Sections/4th Departmental (KG and Reception shall have their Departmental meeting between 1-2 pm. Once a term, the Staff Association shall hold its meeting and its duration has to be at least 30 minutes. An agenda and minutes should be forwarded. Staff briefings shall also take place on a Tuesday morning-7.05am.

MOBILE PHONES/MP3 PLAYERS/Ipods/ELECTRONIC GAMES
As per the Ministry directive, staff will be expected to confiscate all mobile phones, MP3 players and Ipods seen with students. They are to be handed into the Whole School Leader and not left in staff desks or classrooms. Students will collect their phone at the end of term in accordance with Ministry regulations.

MONITORING OF CLASS/SUBJECT LEADER
As a condition of employment staff appraisals are undertaken throughout the year. Staff holding positions of responsibility where effective leadership is required will actively participate in the staff appraisal scheme. There is an on-going, open evaluation, accountability, which requires close co-operation and consultation between staff holding posts of responsibility and other teaching staff working in the same team.

- Appraisal format as per Performance Management Document.
- The processes and timelines for the appraisals follow document guidelines.

NEWSLETTERS
There are a monthly gazettes/termly learning improvement letter. Staff are expected to read all newsletters issued to parents and where necessary explain the contents to the students. If a student is absent when a bulletin is given out, a copy should be kept to give to them on their return. Where a reply slip is attached to a newsletter, staff should emphasise the return dates and remind students who are late in bringing a reply and at the same time keep a record of who has returned the slip and who has not. All official communication, such as school trips and events issued by teaching staff must be given to the Whole School Leader for approval and are to be signed by the Whole School Leader. A signed copy should be sent to the office manager.

PERSONAL USE OF SCHOOL EQUIPMENT
You may use computers after school hours for personal use. Permission needs to be sought from the Whole School Leader if you wish to make personal use of a photocopier, audio-visual or other equipment. All books, materials and equipment must be returned in the last week of the academic year when whole school stock take is completed.

PHOTOCOPYING
All photocopying must be submitted to the Senior Leader responsible for approval and then to the responsible staff member in the photocopy room. A record of all copying is maintained. Requests for photocopying should be submitted at least 24 hours prior to when it is needed. It is not acceptable to send students with requests during a lesson.

PLANNING DOCUMENTS
Refer to Chain of Evidence requirements.
Copies of Long Term Plans, Planning Overviews, Unit Plans and Assessment tasks must be kept within departments.

PREFECTS

The Assistant Leaders Secondary (Academic and Pastoral)/ Year 11 Form Leaders manage the group. In the first week of each term two Class Prefects should be elected. They are elected by the class group for a term and carry out their duties on an alternative day roster. The position of responsibility may be withdrawn by the class leader, vote of the whole class or the Administration. The withdrawal should be for continual breach of school policy or procedures, or failure to complete their duties satisfactorily. Their duties are:

- to collect the Daily Class Report Book each morning
- to inform the relevant Senior Leader Primary/Secondary of any class where a teacher has not arrived
- to manage the lesson by lesson completion of the Daily Class Report Book
- to return the Daily Class Report Book to the Senior Leader Primary/Secondary at the end of each day
- to perform any task of responsibility as deemed necessary by a teacher

RECEPTION PHONE

No student is allowed to use the phone at reception at any time unless they have permission from the Whole School Leader

RESOURCES

Assistant Academic Leaders Primary/Secondary are to provide to the Principal the list of teacher reference books, student texts and other resources required for the next academic year before the end of February. Assistant Academic Leaders Primary/Secondary are required to maintain accurate records of all resources in the department with a copy being placed in the Subject Folder. This data base of books and resources should be continually updated. Consumable stock information should also be kept for reference when placing annual orders.

REGISTERS

A provisional attendance register will be issued at the start of the term which is to be used until the student enrolment is complete and the official register is issued. Registers are to be sent to Reception with a student. Registers must never be left in the classrooms. They are required at Reception to complete the details for those students arriving late. Absence notes are to be left in the folder for collection by the admissions staff for storage in the student file by the Registrar. The following guidelines for completion found in the front of the register must be followed.

- no stickers of any kind to be added to the register.
- no pencil is to be used.
- students names should be entered in alphabetical order
- family name first e.g. SMITH, Susan Ann
- family name in BLOCK letters
- other names in lower case
- the preferred name to be underlined
- use black ink and a diagonal stroke to mark students present
- use a black ink circle to note a student’s absence.
- students who arrive late have a black ink L placed in the circle by the receptionist or the teacher if necessary.
- when an absence has been explained by a medical note (sometimes passed via the administration department) an E should be entered in black pen in the appropriate circle/s. Leave the note in the register to be filed by Reception.
• registers must be completed from the first day of term, so all information from the temporary registers should be transferred.
• if students were in attendance initially, but have since transferred they must be included on the register and then marked as Transferred from the last day of their attendance.

Example

| SMITH, Susan Ann |   |   |   |   |   |   | L |
| BROWN, Mary | TRA |   |   |   |   |   |
| JONES, Betty May | E | U | U |   |   |   |

REGISTERS – SUBJECT LEADER
Subject Leaders are responsible for maintaining a daily lesson register. This is to be kept in the English School for Girls Attendance Register, Scheme and Record of Work Book.

SCHOOL UNIFORM
It is school policy that the school uniform shall be worn by students when they are at school or representing the school. School uniform is considered to be an essential contribution to the development of a school community spirit.

The wearing of the correct school uniform is monitored closely by all members of staff.

Hair
Hair should be plaited or tied up and must be tidy. Only navy ribbons should be worn. On no account will

| KG – Year 2: Summer Dress | KG – Year 6: Navy pinafore with school shirt, school tie |
| Years 3 – 10: long navy skirt with school shirt | Years 7 – 10: long or short navy skirt with school shirt, school tie |
| Year 11: long or short navy skirt with white shirt | Year 11: long or short navy skirt with white shirt |
| Black shoes and white school socks. | Pale blue ‘v’ neck jumper |
| Pale blue ‘v’ neck sleeveless vest | Pale blue ‘v’ neck sleeveless vest |
| Black shoes navy blue tights | Black shoes navy blue tights |
| * School blazer. | * Each student is allocated to a ‘house’ and will be expected to purchase the particular house colour t-shirt. |

| PE Uniform | PE Uniform |
| KG – Year 2: Navy pants and pale blue polo-shirt | KG – Year 2: Navy track trousers and pale blue polo shirt, navy zippered jacket |
| Year 3 – Year 11: Navy pants and navy polo-shirt | Year 3 – Year 11: Navy track trousers and navy T-shirt, navy zippered jacket |
| Trainers/ white sport socks | Trainers/ white sport socks |
| * Each student is allocated to a ‘house’ and will be expected to purchase the particular house colour t-shirt. |
extensions be permitted or extreme colours of hair.  

REPORTING

Reports are issued twice a year in January and June and are to provide meaningful feedback to parents as to their child’s progress. EYFS, KS1, 2, 3 also have progress reports issued bi-annually, before parent’s day and report on current levels in core subjects.

All reporting will be done through data collected from class/subject leaders’ records. This record keeping will vary by department, depending upon curriculum specifications. Staff should make use of the Homework Diary to report to parents on an informal basis use.

HALL PASSES

These are made from card, laminated and leader identified. Students must have a pass if they leave a class room for any reason. Students found outside a room without the pass will be sent back. Only one student may leave a room at any given time. All members of staff should challenge students who do not have hall passes and are out of classes.

SCHOOL RULES

We have classroom expectations and rules to ensure that we have the best learning environment and a good school community at ESG.

Each of us can do this by…

- Treating all people with respect
- Arriving to class on time and are ready to learn
- Following the class/subject leaders’ instructions
- Respecting the rights of others to learn
- Listening and not talking over others who are speaking
- Always speaking English in the subject lessons which are taught in English
- Looking after school property and resources
- Keeping the school environment tidy
- Requesting permission to leave class and taking a room pass
- Complying with the dress code rules and behavior expectations of the school

If a visitor came to our school and visited a class they would observe the following…

- students on time, settled and ready to learn
- students equipped with all the stationery and books required for their lesson
- students engaged in their learning and on task
- students listening to others speak
- hear low level discussion in cooperative learning activities
- hear students talking to their class/subject leader and other students respectfully
- students putting their hands up and answering questions or asking the class/subject leaders’ questions
- a tidy and well looked after classroom with student work displayed
- students recording their learning in their notebooks which is tidy and complete
- feel a positive and energetic energy within the class

SICK OR INJURED STUDENTS

Sick or injured students should be sent to the school nurse. Class/Subject leaders should use discretion about sending another student along with the ‘patient’. A Room Exit Pass must be given to the student. A student injured in the playground is to be escorted to the nurse by the class/subject leader on duty for appropriate treatment.
For all but the most minor of cuts and grazes the nurse will send an ‘Accident/Illness’ form with the student for her/his parents. It is very important that parents are informed about any injuries or sickness that occurs during the day.

Any student who is injured should be sent to the School Nurse who will give any medical treatment necessary. The class/subject leader should complete an accident form and submit to the Assistant Leader Pastoral Primary/Secondary. The school nurse will notify the parents, if necessary. The nurse will complete a Medical Report.

The school nurse decides whether a child should be sent home or should stay in the Sick Room. The nurse also makes the decision as to whether the parents are notified to collect students. Students are not to be given permission to phone home asking to be collected from school because they are feeling unwell without having visited the nurse.

**STAFF CONTACT ADDRESSES AND PHONE NUMBERS**

At the beginning of the school year you will receive an up-dated staff phone and address list. Please treat this confidentially. If you change your address or telephone number please inform the Office Manager.

**SIGNING IN**

Staff are to finger print in the Reception area by 7.10 am each day-7.15 am at the latest. Working hours for staff are from 7.15 am until 2:30pm and/or until 3.30pm for scheduled meetings. All staff are to attend scheduled staff meetings, parent teacher meetings and other school events as itemised on the calendar. All staff are expected to carry out the duty they are scheduled for.

If staff are to be absent they must ring the appropriate senior leader by 6.30am so that cover can be organised before the day starts.

**STAFF ABSENCE**

If a member of staff is going to be absent for any reason, they should phone to inform the relevant senior leader or inform the school by 6.30am.

**STAFF NOTICES**

These are displayed at the finger printing section or in pigeon holes; staff must check for these on a daily basis. All staff notices should be read immediately and any necessary action taken. Staff wishing to submit any information for the staff notice must do so before 2.30pm on the day prior to the required notice.

**STUDENT ATTENDANCE**

- The school day starts at 7.20am
- Students who arrive after 7.20am must register at reception and get a ‘Late Pass’.
- It is expected that all students will be present for assembly at 7.20am.
- Notes are required for any absent student and should be collected by the Form class/subject leader from the student the day she returns to school and stored in the back of the Register folder for collection by the administration to be kept with each student file.

**STUDENT BEHAVIOUR MANAGEMENT POLICY**
The Student Behaviour Management Policy outlines a Code of Conduct and a consequence structure to ensure the code is adhered to by all students.

CLASS/SUBJECT LEADER TIME OUT OF SCHOOL

Staff wishing to leave the school grounds between the hours of 7.30 and 2.30pm for personal appointments or on school business must inform the Whole School Leader, complete the “Time Out Form”. Staff are not permitted to leave during a scheduled class, a timetabled cover lesson or during their break duty time unless there is an emergency.

UNDERPERFORMING CLASS/SUBJECT LEADER

Please see Underperforming Class/Subject Leader Policy

POLICIES AND PROCEDURES

All policies and procedures are reviewed each year. In the course of the year you are invited to note any improvements or changes that you think should be made to policy statements or procedure documents. The following documents are included in this handbook:

- Homework Policy
- Complaints policy
- Behaviour Management Policy
- Performance Management Policy
- Cover Policy
- Admissions and Transfer
- Absence Procedures
- Emergency Evacuation Procedures
- First Aid – Student Health and Safety
- Organisation of Exams
- Exam Invigilation Procedures
- Censorship Policy
- Primary Students Entering and Leaving the School Policy

ABSENCE PROCEDURES

Sickness Absence

Telephone the senior leader before 6.30 am on the first day of absence. Provide details of work for your classes when you phone in. Remember to say where the textbooks, work sheets etc. can be found.

On the first day of absence, the class/subject leader may not know how long s/he will be off. The school must be kept informed. Messages left at school must be clear - a date of return or a message that the absence will continue. Class/subject leader must not phone and say they ‘think’ they will be back. Keep the senior leaders informed either by ringing school before 3.00 pm or at home before 6.30 am.

Medical Certificates

A medical certificate is required for every day of absence. The forms are available from the School Office.

Sick Leave Pay Entitlement

If you have provided a medical certificate, under Kuwaiti law you are entitled to the following sick leave pay
per annum:

- 6 days on full pay
- 6 days on three-quarter pay
- 6 days on half pay
- 6 days on quarter pay
- 6 days on no pay
- If a sick period covers Wednesday to Saturday, Thursday and Friday will be included in the total number of sick days.

Unplanned Absences other than personal illness

- All unplanned absences should use the same procedure as for sickness absence.
- For all absences other than personal sickness, permission for leave of absence needs to be obtained from the whole school leader.

FIRST AID, STUDENT HEALTH AND SAFETY

Injuries

All students and staff who sustain a minor injury should go to the school nurse in the sick room. An adult should always accompany students up to Year 4. For more serious injuries, the nurse should be sent for. In the case of a real emergency and the school nurse cannot be found, send a responsible person to find one of the nominated First Aid teachers whose names are on a list in the staff room. The whole school leader should be informed. Stay with the casualty until assistance arrives.

Recording and Reporting of First Aid and Accidents

It is the responsibility of the school nurse to keep a record of all first aid administered and all accidents dealt with.

Medicines in school

Any medicines that the students need to take during the day should be handed to the school nurse first thing in the morning. There are exceptions for children who have chronic conditions such as asthma or epilepsy and where students administer their own medication such as inhalers. Students who are sick, for example with colds, should not be in school and therefore should not need the nurse to administer medicine. No member of staff apart from the nurse or someone deputising in times of absence, may administer any medicines to students.

Medical Records

We hold a medical file for each child. The school nurse reads all the files and will inform staff of any medical condition that they should be aware of.

Healthy Eating

It is the school's policy that we should encourage healthy eating habits. Students should be encouraged to bring sandwiches and fruit for their breaks.

Head Lice Checks

The school nurse will check all students' hair for head lice at the beginning of each term and throughout the term. If head lice are discovered the nurse will only inform the class/form leader and the parents, and nobody else including the child will be told. The nurse will contact the parents and advise them of the special shampoos to use. The class will be re-checked the following week.
Strangers collecting Children

Any new person who is sent to pick up any student MUST first have been given permission by the school office. To obtain permission, the parents must inform the office of the name of the new person and that person must present his/her Civil ID at the office.

Teachers should not release a child if the new person does not have permission from the office. They should wait until the end of the supervision duty and then telephone the parents for confirmation.

Use of Staircases

All students should be reminded from time to time that they should go up and down stairs in single file, keeping to the right. In wet weather the stairs can become slippery so students and staff should exercise care.

Review of Health and Safety Procedures

Health and safety issues are the responsibility of all staff. We must all assess the risks in the areas in which we work – any observations or suggestions regarding health and safety should be given to the whole school leader who is the Health and Safety Officer for the school.

ORGANISATION OF EXAMS

Delivery of Question Papers to Exam Room

The Exams Officer for each room must make sure that the papers are in the examination room at least 15 minutes before the start of the exam. If file paper or other equipment is required, that must also be made available.

The leader who has set the exam is also responsible for checking that there are sufficient copies of the question paper and that the paper has been properly and accurately reproduced - eg that the photocopying was not too feint.

Entry of Students to the Exam Room

Students must line up in register order in the playground.

They should be admitted to the hall a few at a time (5/6). One invigilator should be in the room to direct students where to put their bags etc. and where to sit. It is important that they always sit in at the desks marked with their names.

Students who arrive late

Students who arrive late should sit at the front row. The time they enter the exam room should be entered on the top of their answer paper. No extra time is allowed unless there is a reason beyond the student’s control (e.g. a late school bus) – this will need to be certified by the administration. Oversleeping or getting stuck in traffic are not sufficient reason for allowing extra time.

Marking Examination Papers

All marks should be converted to a percentage. A rank order of students with their percentage marks should be handed to the Assistant Leader Academic Secondary. Grade boundaries will then be established – i.e. how many marks equal an ‘A’ for the report, how many for a ‘B’ etc.

EXAMINATION INVIGILATION PROCEDURES

• Arrive at the exam room on time.
• There will normally be two members of staff invigilating. One should be at the front of the room and the other at the back. Staff should walk up and down the rows from time to time.
• Invigilators MUST NOT do any marking, reading etc. They must actively watch students at all times.
• Invigilators **MUST NOT** leave the examination room for any reason.
• Invigilators **MUST NOT** engage in conversation with any other Subject Leader. The only talking must be directly related to the conduct of the exam and should be whispered.
• Members of staff not invigilating or having business directly related to the conduct of the examinations must not go into the examination room.
• For each examination, one invigilator will be designated ‘Invigilator in Charge’ and he/she is responsible for the good conduct of the examination.

**Starting Examinations**

**Before students enter the room**
- Check that there are enough of the correct question papers according to the exam timetable.
- Check what kind of answer paper is required, and if any special equipment is needed. If pupils require ordinary lined answer paper, put it on the desks. Do not put question papers on the desk at this stage.
- Write the name of the exam on the board along with the date.
- If there is more than one exam going on at the same time, decide which class/year is to be seated first.

**When students enter the room**
- Students must not enter the room until the invigilator in charge instructs them to do so.
- Students must enter the exam room in silence.
- The Invigilator in Charge will instruct the students where to put their bags, books, coats and all other personal possessions.
- Students will be instructed where to sit.
- Students must not move desks or chairs.
- Students are only allowed to have the necessary writing equipment on the desk – no pencil cases unless they are transparent.
- Information about whether calculators are allowed will be on the front of the exam paper. If a calculator is not stipulated, it is not allowed.
- When all the students are seated, the Invigilator in Charge will announce to the students:
  ‘You are now under examination conditions. Any student who talks or attempts to communicate with another student, or in any way is found trying to cheat, will have his/her paper cancelled. From now on until the last paper has been collected, you must raise your hand and wait until a teacher comes to your desk if you want to ask a question or tell the teacher something. I will tell you when you are no longer under exam conditions. Even if you have finished your exam paper and have handed it in, you remain under exam conditions until it is announced that you may talk.’
- **Hand out the question papers face down.**
- When all the students have a question paper, tell them to turn them over. Announce the starting time, how long the candidates have and the finishing time. Write the starting time and the finishing time on the board. Use the clock in the examination room as the ‘correct time’, not your watch.

**During the examination**
- **Actively** invigilate. Walk up and down the rows.
- Do not provide any student with an unfair advantage by explaining anything on the exam paper. If a student does not know what to do, point to the instructions and tell them to read them carefully.
- If a student needs your help, go up to the student and talk very quietly. Do not talk across the room to any student.
- If it becomes apparent that there is a mistake on the exam paper or that an instruction is not clear for large numbers of students, the Invigilator in Charge must decide whether clarification is
required from the person who set the paper. She should write a message and give it to the maid/teacher/aide who will go and get the teacher concerned. If the Invigilator in Charge can sort out the problem, an announcement should be made to all students.

- Students who finish the paper early should be quietly approached and prompted to go back over their paper to check their work. If they have left questions unanswered, they should be encouraged to make an intelligent guess.
- If students have completely finished, their papers should be collected in and they should sit quietly facing the front.
- Students needing to go to the toilet may do so one at a time, accompanied by a maid.

**Finishing Exams**

- Fifteen minutes and five minutes before the end of the examination, the Invigilator in Charge should announce how much time is left.
- At the end of the Exam, the students should be told that the exam has finished and to put their pens down. Students should be reminded that they are still under exam conditions.
- All the question papers and all the answer papers are then collected in.
- When the all the papers have been collected the students should be told that they are no longer under exam conditions and that they can talk.
- Class/Subject Leader will have instructions about when to dismiss students depending upon whether the exam finishes at the end of a lesson or during a lesson.
- Students should be dismissed row by row from the back of the room.
- The question and answer papers should be bundled together and taken to the Office unless the Class/Subject Leader responsible for the exam is present.
- Clear away any rubbish, leaving the exam room ready for the next exam.
- The Invigilator in Charge should take the Signing In/Out sheet to the Exam Officer’s office.

**Students found with malpractice**

If a student is found conducting malpractice, the Invigilator in Charge must be told immediately by the subject leader she will approach the student and explain that they have been seen cheating. She will write on the exam paper the time and what the student has done e.g. talking, and sign the paper. There must be no discussion with the student found cheating. The Whole School Leader will determine the action and inform the student and parents if necessary.

**Censorship Policy**

The Ministry issues guidelines with regard to what is acceptable here in Kuwait. These guidelines must be adhered to in teaching:

- Any new books must be censored in accordance with the guidelines, using silver paint pens to block out any censored areas
- One copy of all new text books and videos must be sent to the Ministry for censorship
- All library books must be censored
- There is a list of banned books in the library for reference.
- Any plays etc must be cleared by the Ministry before rehearsals start. The exception is Primary Assembly which must be cleared by the Assistant Leaders Academic/Pastoral.

**Guidelines issued by the Private School Department**

With regard to what is acceptable in Foreign Private Schools:
Religion

Do not speak against Islam
Pictures of the Prophets, God or the Angels are forbidden
Nothing should be said against the Prophet Mohammed and his family
Islam is not against the Christian or Jewish religions
Do not identify Muslims with terrorists
Mosques and holy places should be treated with respect
The religion of Islam does not belong to the Prophet Mohammed
The journey from Mecca to Medina should not be described as a flight or escape – it is called Al-Hijra
The Koran is the law of God, not of the Prophet Mohammed
Do not alter the names of the Prophet in any way
Islam was not spread by force or war
The Prophet Mohammed and the tradition of the Sunna should be treated with respect
No person should use argument to persuade another to change their religion
Darwinism i.e. the theory that man evolved from apes, is not accepted
Islam is one religion – different sects should not be mentioned
Belief in fortune tellers, faith healers, magicians, witches and reincarnation should not be discussed

Politics

Do not discuss the Arab conflict with Israel from an Israeli point of view
Do not use the Holocaust as propaganda for the Jewish religion. The Holocaust does not justify the present situation in Israel
Do not discuss how Arab countries are governed (past or present).
Do not discuss the government of Kuwait, the GCC or other Arab countries
The Arabian Gulf is never referred to as the Persian Gulf
The three islands belonging to the UAE should never be depicted on map as belonging to Iran
Iran has no claim over Bahrain.
The history of Arab and Islamic countries is not to be discussed.
Do not discuss the Crusades.

Following Local Customs

No nudity.
No interpretation of dreams
Do not discuss relationships between men and women. Anything of a biological nature will be taught in biology lessons
Do not mention eating pork or its products. It is forbidden.
The use of alcohol and drugs is forbidden.
Do not encourage the youth of this country in the ways of popular western culture. It is unacceptable.

PRIMARY STUDENTS - ENTERING AND LEAVING THE SCHOOL

Once a student enters the school gate it is the school's responsibility to provide supervision. Students will not be allowed to leave the school grounds during the day without the permission of their parent/guardian. They will all enter wearing the correct school uniform. Should a student violate the dress code they will be asked to call their parents to bring the correct uniform. A uniform may be purchased from the store as a replacement.

Dropping off and collecting students
KG and Reception students with parents are to enter the gate at the front of the School and then proceed through the blue gate at the “outer” side to the right of the School. The gate will open at 12.50 for KG and Reception parents who have their identification card. Those parents waiting for an older child will wait in the designated area. No parents are to wait inside the teaching area.
**CUSTODIAN (Nannies)**

**JOB DESCRIPTION**

**PRIMARY DUTIES REQUIRED FOR THIS POSITION:**

Report to a Custodian Leader (at ESG, the nurse) who is responsible for the direction of housekeeping services in the school and its environments and any other events outside the school perimeters where aid is required. The nurse in turn is responsible to the school management.

- Clean and sanitize restrooms/bathrooms using established practices and procedure.
- Clean, dust, and wipe furniture; sweep, mop, or vacuum floors; empty/clean wastebaskets and trash containers; refill bathroom dispensers.
- Assist with the setup of facilities for meetings, classrooms, conferences, events, etc.
- Use and maintain assigned equipment such as brooms, mops, and ‘squeegees’ for the cleaning and general maintenance of floors, walls, carpets, furniture, etc.
- Wash walls and equipment; use ladders when required in work assignments.
- Lock and unlock assigned buildings: secure building when facilities are not in use: checking for unlocked doors and windows, report any unauthorised occupants, turn off lights.
- Follow instructions regarding the use of chemicals and supplies. Use as directed.
- Perform cleaning and related activities such as removing sand or debris from sidewalks and stairs in areas within sixteen feet of buildings using hand-operated tools or small power equipment.
- Move furniture, equipment, supplies and tools on an incidental basis.
- Wash accessible interior and exterior windows. Clean blinds. Launder cleaning rags and dust mops.
- Have essential physical and mental capabilities in the following: interpersonal skills, memory, attention to detail, follow directions, comprehension, calculating, reading, writing, speaking, evaluating, mathematics, organising and innovation (not necessarily in English).
- Attend to emergencies when necessary.
- Attend safety meetings and other related meetings.
- Assist in the instruction and supervision of student help.
- Assist with inventory control and security.
• Enforce and support policies established by the school.

• Perform related duties as required.

No other duty may be performed outside what is indicated above from the custodians i.e. collecting food, making tea/coffee, washing of cups/dishes, photocopying, any other duty which is a teacher’s responsibility or teacher’s class responsibility.

Employee Name: …………………………………………………………………………………………………………………

Employee Signature: …………………………………………………………………………………………………………………

Date: ……………………………………………………………………………………………………………………………

Final Note
All queries from staff are welcome. At English School for Girls, we operate an ‘Open Door’ Policy. However, please note that if any staff member approaches the Senior Management Team with a question that has already been covered in the handbook, the offending member of staff should not be surprised when they are referred back to the handbook.