

# The English School for Girls



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**Staff Handbook**

**2016 - 2017**



## **Contents**

<b>Vision Statement</b>	<b>Page 3</b>
<b>Learning Definition</b>	<b>Page 4</b>
<b>Learning Improvement Plan</b>	<b>Page 7</b>
<b>Working in Kuwait Information</b>	<b>Page 11</b>
<b>Leadership structure</b>	<b>Page 12</b>
<b>Staff Information</b>	<b>Page 13</b>
<b>Lesson Times</b>	<b>Page 14</b>
<b>School administration</b>	<b>Page 15</b>



## 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, 21<sup>st</sup> 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 learning 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 in 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.



## Learning Improvement Plan Academic Year 2016 – 2017

What are we going to do?	Who is involved?	How long will it take?	What will it cost?	How will we know we have been successful?	Did we do it?
Education	Whole School + Coordinator	On-going in new academic year	Purchasing complete-however need to look a server	All learning community comfortable with the system.	
Display work being learning focused.	Whole School	Continuous on-going process. Displays to be changed every 4-6 weeks-depending on frequency of subject lessons. Inclusive of secondary school.	In budget	When all displays have student work with evidence of learning journey undertaken-improvement from previous year but still not good enough=PD work.	
Assessment – Baseline assessments done this year and to continue for next year. Next year we will have baseline assessments for whole school and Progressive assessment for whole school Summative feedback to be developed for next year where we would have a spreadsheet available for all staff to be able to input data on.	Whole school	Continuous process throughout the year.  Tracking and analysis to be strong focus next year	In budget-outsourced from the UK/Some sourced internally at no cost	Have bona fide data on which to analyses our strengths and weaknesses in teaching and learning-objective to have data which is both current and compared, to monitor patterns of learning. More organised and more quality assurance.	
Reporting format and procedures	Whole school	New format for reports from June 2016- a lot easier for teachers to focus on a specific area of improvement for each student.	In budget-software platform arriving from September 2015	Deliver to students and parents-meaningful reports of a professional standard.	
Student Tracking/analysis – ongoing	Whole School	Tracking and analysis is on-going although not focused enough on 'big picture'	In budget-software platform updated to accommodate	Proper bona fide data for students to design appropriate programmes of work.	



		throughout key subjects and across schools and key stages	and created in-house.		
Marking – whole school standardised policy	Whole school	Document being created for full implementation for 2016-17. Needs however to be more feed-forward.	No cost	All staff apply feedback, feed forward as standard practice in all of the students' books. Need to establish rubrics to link feed-forward to levels (targets).	
Feedback /feed forward– on-going How do Leaders monitor schools	Whole school	Via workshops, PD, policy for full standardised implementation 2016/17	No cost	All students/staff shall continually receive feedback/feed forward for individual improvement. More accountability for leaders.	
Learning Walks – on-going	School Section by leaders	Done each month as seen/unseen activity then recorded in written format.	No cost	What are foci points of observation display improvement? Staff to be kept informed of results each month-use of PD where necessary.	
Raising standards – on-going international examinations	Secondary School	Tracking and analysis being done in departments in order to raise standards. KS3 are being given levels and moved to classes accordingly. Some have had sub-level raises some not. Working on raising IGCSEs	Within budget	When the IGCSE results for summer and published then analysis can be made.	
AFL	Whole School	Throughout the year.	Within budget	Used as part of analysis of raising standards.	
Gifted and Talented	Whole School	The English department have a <b>support class</b> for the Year 7 girls and a <b>challenge group</b> for the Year 8 girls for 3 out of 6 lessons a week. The remaining 3 they are with their regular English group. Other departments do not have gifted and talented students as of yet. Employment of	Within budget	This is to continue for next year as it is proving fruitful for the students. Separate programmes to stretch gifted students.	





		SEN person with cover teacher. Identification through tracking systems.			
Learning support	Whole School	ICT extra support club in place. Maths support club in place. Science support club in place. English Home support booklet in place and given to students.	Within budget	Withdrawal of level support.	
Creativity	Whole School	On-going	Within budget	Monitor student/Parent voice of satisfaction. Encourage students to opt for subjects at IGCSE level to achieve at least Grade C.	
Award Programmes – Faculties are to have awards to celebrate learning success.	Whole school sections	Students will be recognized in the newspaper as of January 2015. Perhaps develop this for next year	Within budget.	Within the publication of the school newspaper and other initiatives introduced.	
Policies – will be ready for next year by end of current academic year to upload to website.	SMT – Head of faculty	Marking, homework, school discipline policy, ready for 2016-17 handbook.	Within budget	Impact of policies has desired effect on staff and students raising standards.	
Have more training for teachers'	primary	On-going	No financial cost	More teachers aware of teaching strategies and activities and this can be seen during appraisals.	
More cooperation and collaboration between secondary, EYFS and primary. Drive to think of ESG as one school	Whole school	On-going		When all are working together, sharing knowledge and skills, learning discussions, everyone on same page.	
Communication	Whole school	On-going  Communication with parents to be through education next year but also slot for weekly parental appointment time		Secondary and primary have more communication and each know what is going on Whole school activities and events are shared and all Key Stages are considered equally. When all staff start thinking about ESG and discussing it as a	



				whole school rather than its sections.	
Curriculum	Whole school	Primary is done. EYFS is also done. Secondary update?	None	When ESG can say it follows NNC completely.	
Cross-curricular cooperation	All	On-going. Secondary school to update its passive learning majority.	Possibly additional computers	School does not lose students due to passive learning. Ideally, computers should be made available for research or project use by all subjects. ICT needs to free up rooms for others subjects.	
Homework	Whole school	Uploaded with Edunation	In budget	Ensure that homework given is within homework allowance and within student's capabilities. Understanding that all subjects in all school sections have equal importance. Project work- validation of them?	
Involve staff more in our improvement journey	Whole school	Immediate.	More online resources and staff training in student-centred learning	Staff hopefully more invested in ESG. Swap Key stages events.	
Quality assurance procedures	Whole school	On-going	Within budget	Quality approved curriculum documentation throughout whole school. Improvement of content throughout whole school.	
Community links	Whole school	Ongoing	Refreshments from petty cash	More workshops, Open school days for parental training on western educational philosophies.	



## 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) will be monitored by Head of secondary and their heads of faculty, for pastoral and academic care of students.

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.

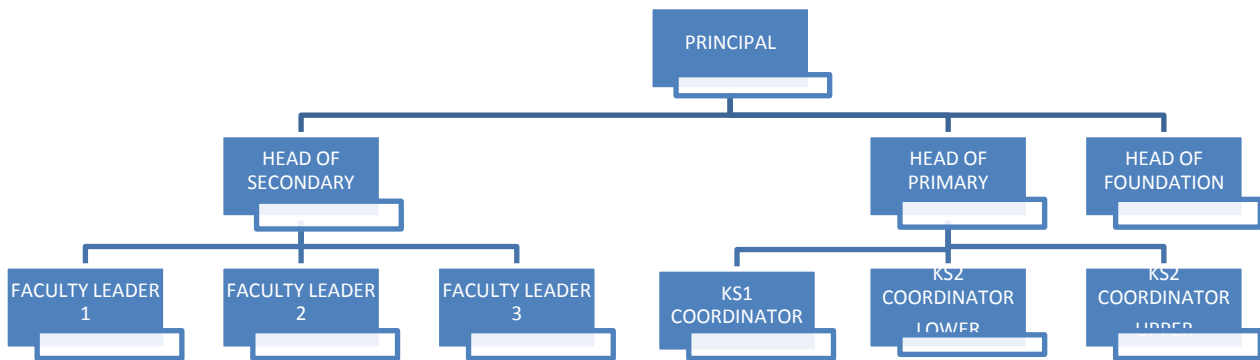
Prefects will liaise with their Form Teachers, Assistant School Leaders and Whole School Leader.

After School Clubs Coordinator should report directly to the Principal.



# Lines of Responsibility

## ESG Leadership Structure 2016-2017 (TP=Also teaching post)





### IMPORTANT INFORMATION

Please follow the chain of command next year.

If you have a problem you need to see your Year Leader. For Time Out or permissions only the HOP can sign but you should talk to your Year Leader first.

Primary class teachers, specialists and assistants: the Year Leader

Arabic & Islamic teachers & assistants: The Head of Islam or Arabic

Early Years Foundation Stage (KG/Rec) the Head of Foundation.

Should issues not be resolved or if you have an issue with your line manager you will approach the next person in the chain of command:

The Head of Primary (Not Arabic/Islamic staff)

Should all of the above fail then, and only then, should you approach the principal. You should make an appointment to do so.

ALSO

Please be informed that you, and you alone, in whatever capacity of employment you hold at Alinmaa schools are the **employee**, therefore any problems or issues to be addressed with school management are conducted by you alone. It is **absolutely forbidden** for female staff members to turn up to school with their husbands or to send any male member of their family to deliver a 'message' as this will be understood to be a **threat**.

Staff members who chose to ignore the above will firstly not be entertained at any meeting and secondly will face disciplinary action and/or even termination.



**SCHOOL DAY Academic Year - 2016-2017**  
**40 Lesson Week**

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

<b>Secondary</b>	<b>Primary</b>	<b>EYFS</b>
<b>Assembly- 7.20-7.40</b>	<b>Assembly- 7.20-7.40</b>	<b>Assembly- 7.20-7.40</b>
<b>Lesson 1 -7.40-8.25</b>	<b>Lesson 1 -7.40-8.25</b>	<b>Lesson 1 -7.40-8.25</b>
<b>Lesson 2-8.25-9.10</b>	<b>Lesson 2-8.25-9.10</b>	<b>Lesson 2-8.25-9.10</b>
<b>Lesson 3-9.10-9.55</b>	<b>Break -9.10-9.30(x20)</b>	<b>Break -9.10-9.30(x20)</b>
<b>Break-9.55-10.15(x20)</b>	<b>Lesson 3-9.30-10.15</b>	<b>Lesson 3-9.30-10.15</b>
<b>Lesson 4 -10.15-11.00</b>	<b>Lesson 4 -10.15-11.00</b>	<b>Lesson 4 -10.15-11.00</b>
<b>Lesson 5- 11.00-11.45</b>	<b>Lesson 5 - 11.00-11.45</b>	<b>Break - 11.00-11.20 (x20)</b>
<b>Lesson 6 11.45-12.30</b>	<b>Break 11.45-12.05(x20)</b>	<b>Lesson 5 11.20-12.05</b>
<b>Break- 12.30-12.50(x20)</b> <b>Prayer/PM Reg</b>	<b>Lesson 6- 12.05-12.50</b>	<b>Lesson 6- 12.05-1.00</b>
<b>Lesson 7-12.50-13.35</b>	<b>Lesson 7-12.50-13.35</b>	
<b>Lesson 8 -13.35-14.15</b>	<b>Lesson 8 -13.35-14.15</b>	
<b>PM Reg-14.15-14.20</b>	<b>PM Reg-14.15-14.20</b>	



## B. SCHOOL ADMINISTRATION

### ABSENCE – STAFF

#### Unplanned Absence

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

#### Planned Absence

You should complete a *Leave of Absence (F002)* 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) days – 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, cupcakes 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 teacher at break time only.

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. For teachers and students only water is permitted. No food of any kind may be consumed 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. Staff 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. Break responsibilities are issued to staff at the beginning of the year and must be followed.

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 7:15am duty Class/Subject Leaders should ensure students line up immediately for assembly.

### **Break Duty (see discipline policy for further guidance)**

- 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.

It is essential to have a cut-off date to plan for transport and to ensure there is enough staff available to supervise the number of students.

### **Organisation ( see discipline policy for further guidance)**

- 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.

**ALL ACADEMIC STAFF MUST REPORT TO THE SENIOR LEADERS**  
**ALL ADMINISTRATION AND ANCILLARY STAFF MUST REPORT TO THE OFFICE MANAGER**  
**ALL STAFF ARE TO SUPERVISE STUDENTS**  
**NO STAFF MEMBER IS TO RE-ENTER THE BUILDING IN AN ATTEMPT TO PUT OUT THE FIRE.**

### **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, behaviour 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 to 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 and acknowledged.
- To pay special attention to appearance and dress during first registration, 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 studying each evening.

### **Administration**

- To keep an accurate register of attendance.
- To follow up absences: if a parental note has not been obtained after two days to inform the Assistant Leaders Pastoral.
- To inform the Assistant Leaders Pastoral / Coordinators of any student whose efforts and progress deserve praise, and any who are falling behind.
- To read student notices when applicable and circulate information carefully in form time; 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 consistency 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. For





example: 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, or zero at examination due to absence from the examination.

e.g. A student has not prepared sufficiently, immediately prior to the examination.

Primary	
<b>A</b>	<b>91-100</b>
<b>B</b>	<b>76-90</b>
<b>C</b>	<b>50-75</b>
<b>D</b>	<b>0-49</b>

Years 7 to 9	
<b>A</b>	85 – 100
<b>B</b>	70 – 84
<b>C</b>	55 – 69
<b>D</b>	40 – 54
<b>E</b>	25 – 39
<b>F</b>	0 - 24

Years 10 & 11 IGCSE subjects	
<b>A*</b>	90 – 100
<b>A</b>	80 – 89
<b>B</b>	70 – 79
<b>C</b>	60 – 69
<b>D</b>	50 – 59
<b>E</b>	40 – 49
<b>F</b>	30 – 39
<b>G</b>	20 – 29
<b>U</b>	0 - 19

### ILLNESS

There is a school nurse on staff. Students are to have a class pass from their teacher in order to visit the nurse, who 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; 1<sup>st</sup>-Whole school or PD (mandatory)/2<sup>nd</sup> SMT/3<sup>rd</sup> School Sections/4<sup>th</sup> 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 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

**KG – Year 2:** Summer Dress

**Years 3 – 10:** long navy skirt with school shirt

**Year 11:** long or short navy skirt with white shirt

Black shoes and white school socks.

**KG – Year 6:** Navy pinafore with school shirt, school tie

**Years 7 – 10:** long or short navy skirt with school shirt, school tie

**Year 11:** long or short navy skirt with white shirt

Pale blue 'v' neck jumper

Pale blue 'v' neck sleeveless vest

Black shoes navy blue tights

\* School blazer.



- 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. All Early Years students who visit the nurse must be reported to parents.

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. Class teachers must ensure students comfort and supervision until parents arrive to collect them. They are not to be left in late rooms or outside.

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.

### **FINGERPRINTING 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 2:45pm and/or until 3.45pm 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. Each concerned staff member is responsible to ensure that the relevant cover work is left.

### **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 between 7.21am and 7:40am will be recorded as late on the register.
- Students arriving at after 7:40am will be sent home
- 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 faint.

### 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.

## **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. Students are to be accompanied whenever they Move around the school. They are not to be sent to break or next classes alone.

### **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.

**Year Three to Year Eleven** students will be dropped off at the entrance gate. They will then proceed to the line-up area for the morning assembly. In the afternoon students will wait in the playground with their teacher. No parents are to wait inside the teaching area.

The only time parents will be allowed inside the school gated area is when they have a scheduled meeting with a teacher or need to make contact with a member of the Office Administration.