

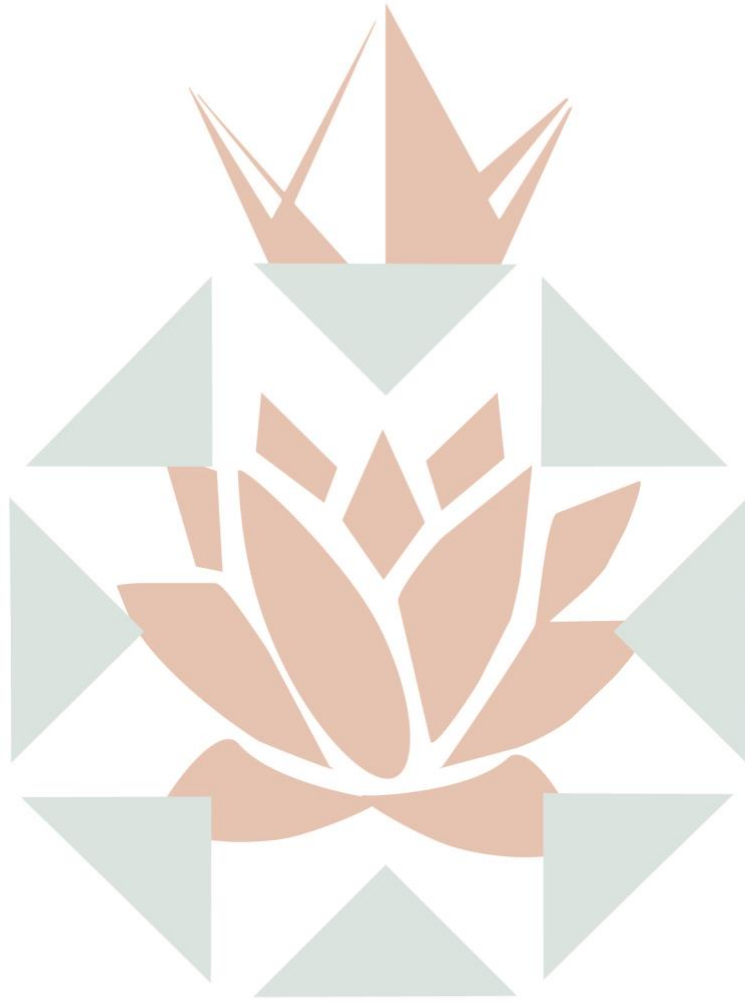


International  
School of  
Nicosia



*Information for Parents*  
*KS3/4/5*

I.S.N



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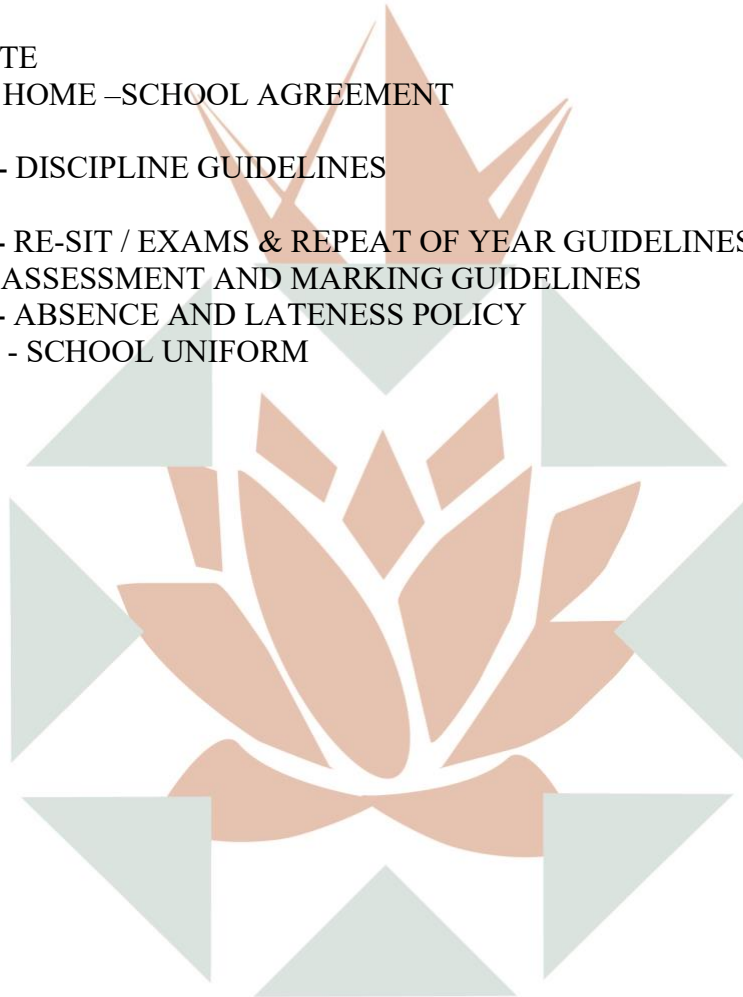
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## **INFORMATION FOR PARENTS**

### **MISSION STATEMENT**

We believe that the purpose of our school, working in partnership with parents and the community, is to:

- Maintain a whole-school, student-centred approach, demonstrating the highest standards in the quality of teaching and learning, providing a broad curriculum that fulfils students individual needs.
- Set high but realistic targets for our pupils so that they always have something to aim for during their time at the school.
- Teach our children the skills to make informed judgments and decisions, giving them opportunities to develop a sense of personal responsibility, a caring attitude and respect for themselves, other people and their environment.
- Place emphasis on ‘learning’ while we pave the way to support all students. Provide our pupils with the transferable skills that are essential in the ever-changing world around us, so that they can adapt easily in any society and diversify if the need arises.



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## **SPECIFIC AIMS AND OBJECTIVES OF THE SCHOOL**

These aims and objectives are given to indicate the ethos and characteristics of the School and to promote unity of purpose among all sections of the school community.

- To express themselves in speech and writing and through the medium of some practical and creative activity.
- To solve problems, make deductions, and carry out investigations.
- To obtain knowledge and to organise and select from this knowledge as may be necessary.
  - To think critically and not to be passive recipients of information.
  - To aid these processes by means of an effective use of available resources such as computers and libraries. In this latter context the habit of wide reading for pleasure is to be encouraged.
- To work at speed and under pressure and, of equal importance, to be able to take time, reflect and observe.
- To exercise self-discipline and to persevere despite failures, difficulties and setbacks.
- To make decisions and to take increasing responsibility for their own well-being without having to rely on adult supervision.
- To make enjoyable and creative use of leisure time through sport, cultural pursuits and other activities.
- To function effectively either as a leader or member of a group or team so that in due course they may play a useful part in the community at large.
- To relate to other cultures and to take their place in the wider world by means of foreign language learning, travel and foreign exchanges.

## **CURRICULUM**

The objectives of the whole school curriculum are that it be:

- Broad – so that it provides each pupil with a wide range of concepts, experience, knowledge and skills. It should also foster moral, cultural, emotional, aesthetic and physical development while encouraging independent learning.
- Balanced – so that each area of the curriculum is allowed sufficient time for its contribution to be effective.
- Relevant – so that all activities contribute to a sound general education that prepares pupils for opportunities, responsibilities and experiences of adult life.
- Differentiated – so that what is taught and how it is taught is matched to the learning needs of individual pupils and fully develops their abilities and aptitudes.



## **SPECIFICS OF THE SCHOOL CURRICULUM**

The school curriculum is guided by the:

*National Curriculum for England and Wales* for Key Stage 3 (Years 7 to 9)  
*Edexcel IGCSE* Key Stage 4 (Years 10 and 11)  
*Edexcel GCE (A-levels)* Key Stage 5 (Years 12 and 13)  
Cambridge INTERNATIONAL

### **CURRICULUM FOR KEY STAGES 3, 4 AND 5**

- Places emphasis on achieving competence in English: reading, understanding, writing, speaking, listening and interpreting;
- Places emphasis on achieving confidence and competence in Mathematics: numeracy, algebraic methods, spatial awareness, problem solving and data handling;
- Enables pupils to use the scientific process to develop their understanding of the world around them;
- Lays the foundation for understanding the world, and the culture and society in which they are resident, through the application of historical, geographical and linguistic perspectives;
- Engenders an empathy and understanding of other cultures and societies through personal and religious education;
- Provides opportunities to design and make products and artefacts;
- Provides opportunities for learning through experiences with art materials in order to encourage experimentation and application;
- enables pupils to use information technology;
- Provides exposure to modern foreign languages, enabling them to understand and communicate effectively in specific situations;
- Provides opportunities for creative and expressive activities in, and an appreciation of the performing arts;
- Provides the opportunity to participate in a wide range of sports and activities whilst fostering an enjoyment of the activities and an appreciation of the need for a healthy lifestyle.

Students joining the school at Year 8 or above and wishing to study French or Greek who are not at the standard of the class will need to make arrangements for private tuition to bring them up to the required level. This also applies to students entering our school midway through an academic year.

## SCHOOL ORGANISATION

Students will normally join the school in Year 7

### **Key Stage 3**

Year 7: 11-12 years  
Year 8: 12-13 years  
Year 9: 13-14 years

### **Key Stage 4**

Year 10: 14-15 years  
years  
Year 11: 15-16 years  
years

### **Key Stage 5**

Year 12: 16-17  
Year 13: 17-18

In Years 7, 8 and 9, students will study a broad range of subjects. These are:

- Mathematics
- English
- Greek
- Science (Biology, Chemistry, Physics in Year 9)
- History
- Geography
- French
- ICT (Information and Communication Technology)
- Art
- Music
- Religious Education
- PSHE (Personal, Social and Health Education)
- Physical Education

### **Year 10**

The Curriculum throughout the first three years of secondary education is fixed for all students with no element of choice. However, Year 10 students are able to choose many of the courses they wish to pursue, with a core of subjects remaining compulsory. The students are involved in creating a far more individual timetable to suit their interests and strengths.

All the courses are delivered by staff who are experts in their own particular subject areas and who have managed to get the best of their students.

We are consistently reviewing our curriculum offer at Key Stage 4.



We expect students, as they enter this level of studies, to become increasingly mature in their attitude and approach to their studies.

Students wishing to study Greek (for Native speakers) or French at IGCSE level will need to show that they have reached the required standard before beginning the course.



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**Name of student:**

**IGCSE Year 10 options**

**Compulsory subjects:** English Language, Mathematics, Greek (for Greek speakers) and Greek for beginners.

Additional subjects (non-examination): Tutorial, Careers Education.

Choose one of the following groups:

Group 1	Group 2
Science double award: That is: Biology, Physics, Chemistry	English Literature History Drama

And two subjects from the following:

Art	French
P.E.	ICT
Spanish	Italian
Music	Geography

## **OPTIONAL SUBJECTS**

The majority of students should consider taking Double Science which allows students to study all three sciences (Biology, Chemistry, Physics) and earn the equivalent of 2 IGCSE qualifications upon successful completion. Taking Double Science ensures that students do not limit their option of continuing in any of the three sciences at A' level.

### **THE EXTENDED SCHOOL DAY**

The morning curriculum ends at 1:30 pm. Students have a break until 2:00 pm, this is followed by a variety of after school activities. The times of the school day will vary from day to day depending on the after school activity. For further details see after-school timetable.

#### **After school activities**

These include:

- ▷ Football
  - ▷ Crafts
  - ▷ Debate
  - ▷ Foreign Languages
  - ▷ International Award for students
- And many others

Students should not remain on the premises if they are not participating in an after school activity.

### **GENERAL INFORMATION**

School assemblies are held for all Key Stage 3, 4 & 5 students. Attendance is mandatory. At this time students will receive general announcements and may be asked occasionally to participate in a presentation organised by their subject teacher.

### **HOMEWORK POLICY**

Homework is used to complement and extend class-work and varied tasks will be set which provide feedback to teachers and parents on a student's progress. It is considered to be of *major* importance to students in all years.

Homework demands increase as students progress through the school. Research and coursework assignments may be set over a period of time and a deadline given for submission. Criteria will be provided by the individual teachers concerned as to what is expected in an assignment, as well as guidelines as to how many hours should be spent on a project.

It is important that students develop good study habits for the future and therefore parents are asked to ensure that a suitable time and place is set-aside for their child to complete his/her homework. Parents are asked to monitor their child's homework and contact their child's teacher immediately with any issues or concerns. Students who are having difficulty with aspects of their work must be encouraged to speak with their subject teacher.

Students have a homework diary (provided by the school) and parents are encouraged to make sure that their child is writing down their homework correctly, including the date that the homework should be handed in. There will be a record of each homework given in the office if a student or parent wishes to check on any assignments.

Each subject teacher has a marking policy designed to develop a consistent approach to the marking of classwork and homework. Teachers also maintain records of all formal homework assignments completed by students. Consistent failure to complete homework will be treated as a breach of the School Code.

Homework is designed to reinforce and consolidate classroom skills as well as develop pupils as independent learners with a sense of self-discipline. In this sense, a parent's role is more one of encouragement and support for the student.

It is also an invaluable opportunity for parents, teachers and pupils to co-operate and be involved with each other regarding educational issues along with the content and presentation quality of the homework which should be of the highest possible standard. Parents develop a clearer appreciation of their children's true strengths and weaknesses. This helps to overcome any mismatch of perceptions between home and school. Additionally, parents' frustration at not being told at an early stage that their children might be experiencing difficulties and falling behind, should be eliminated.

It is vital that potential problems are dealt with quickly and that parents and teachers share their concerns openly. Whilst many issues can be settled by a quick telephone call, others may require an interview with the relevant member of staff.

Parent/Teacher meetings provide the opportunity for parents to come into the School to discuss their child's progress.

### **REPORTS/PARENT CONSULTATIONS**

School reports are given to parents twice a year. The first is without comments as the staff will be sharing their comments with parents at the Autumn term's parents evening. The second school report will be with written comments which is given at the end of the academic year. Grades are awarded for both achievement and effort, as both of these give an indication of a student's progress throughout the year. Teachers also write comments for each subject and these are considered as important as the grade itself, as they are intended to be of a constructive nature to help the student improve their work further. If at any time there is any academic matter that is of concern to a subject teacher as term progresses, then the school will contact the parents directly to request a meeting to discuss any course of action. It is essential that good



communication exists at all times between students, teachers and parents, and the school will do its utmost to ensure that this happens. There is a parents' consultation evening twice per year (Autumn Term & Spring Term) for all year groups.



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## **PASTORAL CARE**

### **Form Tutors**

Form Tutors are an integral part of the Pastoral Care system and act as the first point of contact for students. Each year group has one teacher assigned to them who acts as the Form Tutor for that academic year. The Form Tutor oversees the academic and personal progress of their year group. They meet with students every morning to take the register, hand out circulars, accept letters, communication from home (including letters explaining absence) and ensure that students are in line with the school's uniform policy. Form Tutors will hold a weekly tutorial with their year group to address issues of concern to all students such as developing organisational skills or how to study. In addition, during this time, Form Tutors will encourage students to develop and maintain a portfolio, which will serve as a record of accomplishments during the academic year.

Parents can meet the Form Tutor, Senior Co-ordinator or Pastoral Care Co-ordinator, formally, to share concerns or information.

All students will periodically meet with their Form tutor to ensure that they are meeting both behavioural and academic targets. A copy of set targets will be given to the Head.

NB. Students will receive a blue 'Home File' at the beginning of the school year which is to be used for circulars that need to go home. Please ensure to check the 'Home File' regularly in order to receive information from the school.

### **TARGET SETTING AND MONITORING OF STUDENT PROGRESS**

During the course of the year, each student will have an informal interview with their Form Tutor, in which his or her progress at the school will be discussed. In addition to this, these informal interviews will act as a basis for the setting of individual targets for the year. These targets are likely to be slightly different for each student; and will be reviewed every term. Subject teachers may also set targets for students, in consultation with the Senior management and/or Head, if they feel it would be beneficial to the student concerned.

### **MARKING**

All written work will be marked regularly by the classroom teacher. The main purpose of marking is to confirm when students are on the right track and then let them know what they need to do to improve and make progress, if needed.

Marking will be selective so that it relates to the objectives of the lesson set by the teacher. It is expected that students will be told exactly what a teacher is expecting from their written work and how they can achieve success. Each department will carefully plan their marking over an extended period of time so that a clear evaluation of a student's strengths and weaknesses can be given.



## **TESTING**

Testing is a fundamental part of Secondary Education, and enables the subject teacher to observe how students perform under pressure. It also gives an objective measure of how much of the work has been understood and assimilated by the students. Students should expect to be tested at regular intervals in most subjects throughout the school year, but the exact frequency of testing is at the discretion of the individual subject teacher.

The emphasis on all testing is the illustration to the students of what their strengths are as well as their weaknesses, with the intention of enabling students to improve effectively. Tests are not just set to produce a mark at the end of the year. Students are encouraged to treat tests as learning experiences and to approach them positively and constructively. This will be reinforced by the subject teachers' attitude towards the setting, marking and above all the feedback after the test has been done.

All students need to be aware that Secondary Education is considerably more rigorous than Primary Education and that testing will be an integral part of their educational experience until they leave school.

Copies of each test will be kept on file in the school office.

The grades of all tests for each student will be recorded in the class database. Further students progress is annually assessed through the Cognitive Ability Test (C.A.T), the results of which will also be recorded and kept on record.

## **TEACHING METHODOLOGY**

Teaching is a highly individual and personal matter, so no attempt is made to promote a particular teaching style or form of presentation. In fact, a variety of teaching styles can be beneficial to cater for different students' learning styles.

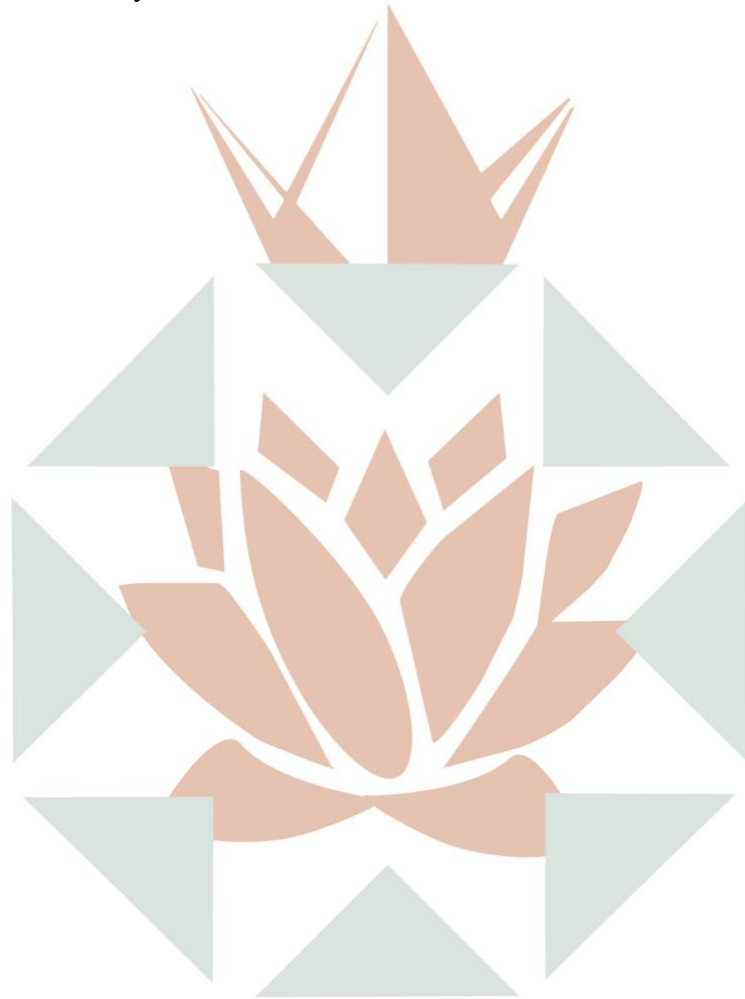
There will probably be a range of abilities within one class, particularly in the lower and middle school. Teachers will provide enough variety in their teaching methods to deal with the full range of abilities so that the able students are challenged and the less able do not become disheartened.

An important aim of all teaching is to encourage students to be aware of how different subjects within the curriculum are related to each other and this promotes the idea of a 'complete' education with interrelated parts that overlap each other. The sequence of lessons within a subject specialty will be logical with the intention of "building" on the student's previous knowledge. This "constructive" learning helps students build a stronger understanding of the subject as a whole, and hence of the whole curriculum content.

Emphasis will also be placed on training the students how to learn more effectively and by highlighting the area of study skills across the curriculum. This is seen as an essential area that



will enable the students to become increasingly independent learners. This will be further developed during the weekly Form Tutorial.



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## **PLACEMENT TEST**

Each student entering the school will be required to sit a placement test in both English and Mathematics and the Cognitive Ability Test. These tests are essential tools that are used by the school to highlight any gaps that might be present in the students' knowledge in these fundamental subjects (as they enter the school). In this respect, they are more of a diagnostic test rather than an exam to gain entry to the school. They are used predominantly as a benchmark for the students and teachers, to be used in the target-setting process in the first term.

### **GENERAL RULES**

The school believes in a traditional approach to discipline and hard work, combined with consideration for others. In these matters, close partnership between school and parents is essential, and this is illustrated by the home-school agreement. Students are expected to abide by the following rules:

1. All students are expected to behave with courtesy, consideration and respect for other students.
2. All students are expected to comply with the school's uniform policy and always look neat and presentable.  
See School Uniform Policy – Appendix VII
3. Punctuality is essential. All students must be in their form rooms by 8.00 a.m. Please refer to the Policy on Lateness and Absenteeism in the Appendix.
4. No student is allowed to leave the school premises during school hours without permission from their Form Tutor. Students who have appointments during school hours with dentists, doctors, or at hospitals, etc., must show an appointment card or a letter from a parent to their Form Tutor. The school secretary must be informed before a student leaves the school premises. Students must sign themselves in if arriving late (in the school office) but **must be signed out by their parents prior to leaving early.**
5. In the event of a sudden physical condition, that causes pain or discomfort to the student, parents will be contacted in order for students to be collected.
6. Mobile phones should not be brought to school. They can cause considerable disturbance during the school day. However, if, for out of school security reasons, parents wish their child to bring a mobile telephone to school, they must request so in writing.  
After that, students must hand them to the Form Tutor first thing in the morning and collect them at the end of the school day.



- Should students fail to follow this rule, the school may decide to hand the telephone back to the parents directly and request for the phone not to be brought to school.
7. Damage to school property must be promptly reported. Students may be charged with the cost of replacement or repair.
  8. No cause, except illness, is normally considered a sufficient reason for absence from school. Exception to this rule can only be made when there is some good reason approved in advance by the Senior Co-ordinator. Parents should contact the school by telephone if their child is going to be absent. A letter explaining the reasons for absence should be taken into school on the day of return and given to the Form Tutor. Parents must sign and date these letters, which will be kept on file.
  9. Any breach of discipline within the school will result in the school following its Disciplinary policy (see Appendix III)
  10. Any missed homework assignment will be noted by the subject teacher. If more than one assignment is missed within one week, then the subject teacher will meet with the student concerned and possibly contact the parents to discuss the matter, as homework is considered extremely important.
  11. The school operates an optional Homework Session at the end of the school day.
  12. Any inappropriate behaviour during school outings will be noted and reprimanded. In certain cases there may be the need to exclude the student/s from further excursions.

## **CAREERS EDUCATION & GUIDANCE**

### **Year 9, 10, 11, 12 and 13**

#### **What is Careers Education and Guidance (CEG)?**

Careers programmes have two components-education and guidance. They are interrelated and depend on each other for their effectiveness. Each is required to support and complement the other.

**Careers Education-** helps young people develop the knowledge and skills they need to make successful choices, manage school-leaving transitions, and moving into work.

As a result of the changes at key stage 4 and 5, young people will be making choices from a boarder range of options. They will be making these choices earlier, at 14 and focusing on outcomes at age 19, rather than 16. They will need additional support and guidance to help them do this.

**Careers Guidance** – enables young people to use the knowledge and skills they need to make the decisions about learning and work that are right for them.

Guidance helps young people to focus on their own choices. Education equips them with the necessary skills required to access information and make effective use of guidance.

### **Specific Objectives of Careers Education & Guidance**

- Careers Education and Guidance makes a major contribution to helping young people prepare for the opportunities, responsibilities and experiences in life by helping them to make decisions and manage transitions as learners and workers. It fosters personal and social development. As more flexible routes through learning are developed for 14-19 year olds, high-quality provision of CEG becomes more important than ever, to enable young people to make informed choices.

### **Work-Learning Experience**

- Work Learning Experience enables students to familiarize themselves with the requirements of the workplace, and what their contribution as an adult employee could be. It also familiarizes students with the basic responsibilities and professional etiquettes required by employees and deepens the understanding of student's initial areas of professional interest. This may help guide them through their academic options.

### **SUPPORT FOR STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

There are two main issues which we address:

1. The needs of the student
2. The demands of the curriculum

Therefore, in addition to the pastoral and academic support given by the school, special support may be arranged for students for whom English is not the first language.

Students with limited English are asked to attend intensive English lessons through the summer, (these lessons are provided by the school) prior to joining the school. They may also be asked to continue with extra English.

### **ACCELERATED PROGRAMME**

Talented students in one or more areas of the curriculum will be given an enriched programme, to extend their knowledge and skills. Students are referred by the subject teacher.



## **SPECIAL EDUCATION NEEDS**

### Identifying Assessment and Provision

According to the Code of Practice a student has special educational needs, “if he or she has a learning difficulty which calls for educational provision to be made for him or her”.

A student is described as having a learning difficulty if:

- a) He or she has a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) He or she has a disability which either prevents or hinders him or her from making use of educational facilities of a kind provided for pupils of the same age.

A student must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which he or she is or will be taught.

Standardised tests such as reading and spelling and numeracy assist to screen pupils with difficulties (or possible difficulties after a period of time)

Once identified, the pupil will then receive support. If the pupil has already been identified as having learning difficulties, before entry to the school, then an aid/and a personal programme will be provided. (An individual aid is financed by the parent).

### **DYSLEXIA POLICY**

We cater for children with dyslexia and during tests and exams follows the guidelines suggested by the Dyslexia Association which are:

- à ½ hour extra time (before or after).
- à Use of computer (whenever appropriate).
- à Teachers avoid red pen when marking.
- à Teachers avoid over marking (correct concepts/vocabulary that can be re-thought and emphasised).
- à Teachers spend time going over errors with the pupil.



## **(ACCEPTABLE USE) POLICY FOR ALL USERS OF THE SCHOOL NETWORK**

Access to the School network will be provided for students to complete our recognised school work only, on the understanding that students agree to adhere to the following guidelines, which are applicable to both students and staff.

Computer (File) storage areas will be treated as school property. ICT staff may look at files and communications to ensure that the system is being used responsibly. Users should not expect that their e-mails would always be private.

Students should also be aware that a member of the ICT staff can view their computer screen at any time.

- Users are responsible for good behaviour on the network just as they are in a classroom or a school corridor. General school rules apply.
- Eating, drinking, grooming and the use of aerosol sprays are not considered to be suitable activities in any classroom. Near a computer they may cause serious damage and are strictly prohibited.
- Spending too long sending/receiving school-related email messages from the school account is not allowed – someone else is usually waiting to use the computer. Students should not waste valuable time sending trivial emails to another person in the school or to anyone else for that matter.
- Important work files must be copied to their own memory sticks in case they accidentally damage them, delete them from the network server or there is a network crash.
- If a “virus alert” occurs when transferring work files from a memory stick, students should inform a member of the ICT staff immediately.
- Students are not to use another persons’ password. If doing shared work they must keep a copy of the work on their own memory stick in case a partner is absent from school.
- Students should not reveal their password to anyone. If they think someone has learned their password then change it immediately or inform the ICT staff.
- Change password at regular intervals; at least once a term and using a minimum of four characters.
- Students should not trespass in others’ folders, work or files.
- The unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act, is not permitted.
- Intentional damage to computers, computer systems or computer networks, including unauthorised damage or interference to any files is not permitted and may be considered a criminal offence under the Computer Act 1990.
- Programs must not be installed on a computer. Do not bring in programs on a memory stick or download them from the internet.
- Games must not be loaded, played or used on any computer unless used for authorised training or teaching purposes.
- The unauthorised copy of software, contrary to the provision of the Copyright Design and Patents Act 1998, is not permitted.



- The installing, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the Obscene Publications Act 1959/1964
- Computer equipment should not be taken off-site without formal authorisation from the Head of ICT.
- A computer should not be switched off/shut down during the school day unless it has completely locked up or is unlikely to be used again that day.
- Students should always make sure that they have completely logged off the computer whenever leaving it unattended.
- Students should leave the computer and the surroundings as they would like to find them.

### **(ACCEPTABLE USE) POLICY FOR ALL USERS OF THE INTERNET**

Internet access will be provided for student to conduct research and communicate with others, but only on the understanding that they follow the guidelines below. These guidelines apply to both students and staff.

#### **General**

- Users are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General school rules apply.
- The Internet is provided for users to conduct genuine research and communicate with others. All the sites you visit are recorded. Remember that access is a privilege, not a right and that access requires responsibility at all times.
- Computer (file) storage areas will be treated as school property. ICT staff may look at files and communications to ensure that the system is being used responsibly. Users should not expect that their work and emails would always be private.
- Students should be aware that a member of the ICT staff can view their computer screen at any time from anywhere on the school network without their knowledge.
- During lessons, teachers will guide students towards appropriate materials. Beyond school, families bear responsibility for such guidance, as is the case with other information sources such as television, telephone, cinema, radio, newspaper, magazine and other potentially offensive media.

## **The following are not permitted:**

- Sending, displaying, accessing or trying to access any obscene or offensive material.
- Use of personal email (such as msn, hotmail, yahoo, etc) while at school
- Using obscene or offensive language. (*Remember that our students are representatives of the school on a global, public system – never swear, use vulgarities or any other inappropriate language. Bad spelling is also a poor reflection on themselves and on the school.*)
- Harassing, insulting or attacking others through electronic media.
- Violating copyright laws. (*Never copy and make use of any materials without giving credit to the author. By itself, such work will be of little value as our own work.*)
- Revealing any personal information, the home address or personal phone numbers of yourself or other people.
- Downloading games or other executable programs.
- Intentionally wasting limited resources on unnecessary or unauthorised activities.
- Making use of the Internet for private reasons or email service without prior permission.
- Using commercial activities.
- Carrying on a private business.
- Undertaking financial transactions on behalf of the school.

## **Check with a member of the ICT department before:**

- Opening unidentified email attachments.
- Completing questionnaires or subscription forms.

## **Sanctions**

1. Violations of the above rules may result in a temporary or permanent ban on internet use.
2. Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
3. When applicable, Police or the Local Authority may be involved.

## **CODE OF BEHAVIOUR**

We as a School believe in showing respect for:

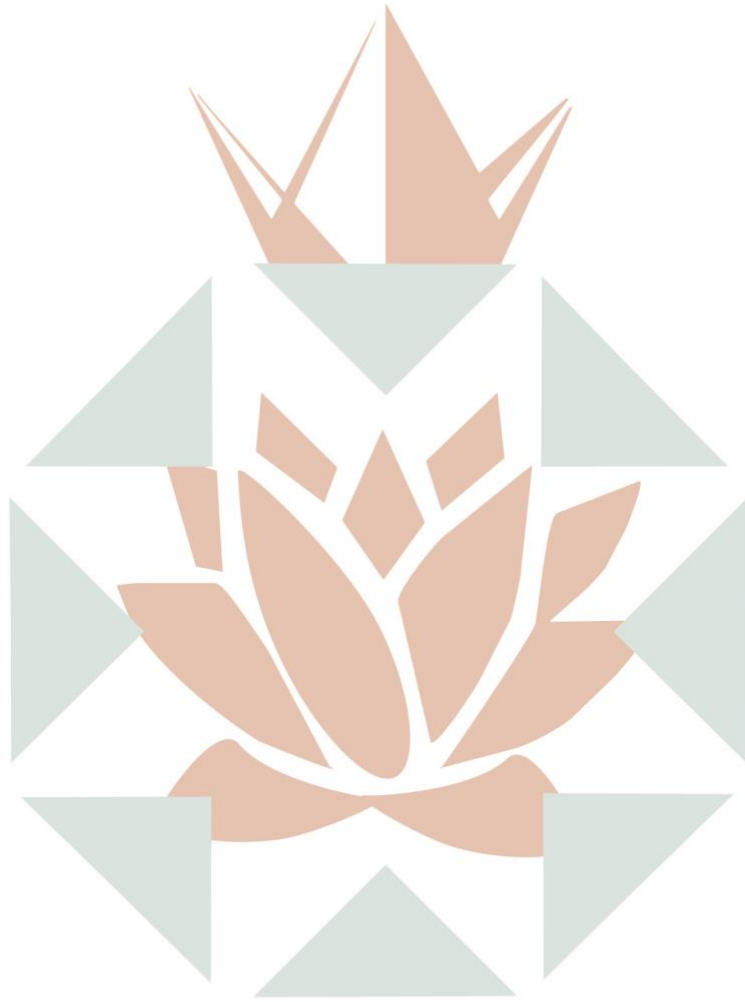
- “ Our own learning and the learning of others
- “ People as individuals
- “ People in positions of authority
- “ Property which belongs to individuals and to the community as a whole
- “ The school buildings and the environment in which we all work, eat and play
- “ The accepted dress code of the school
- “ The good name of the school
- “ The rules of our community

### **Types of rewards**

Students are rewarded for the above reasons through a system of merits aimed to motivate and encourage the them. Certificates and badges are presented to the students in assemblies once the identified number of merit points has been reached. Merits can be awarded by subject teachers, form tutors, Senior coordinators and Senior members of staff.



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## Appendix I

### **ANTI-BULLYING POLICY**

Everyone at ISN has the right to feel welcome, secure and happy. This will enable all members of the school community to achieve their maximum potential. Bullying of any sort is contrary to this ethos and prevents equality of opportunity. It is everyone's responsibility to prevent this from happening. This policy contains guidelines to support the school's ethos.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible.

#### *Definitions of Bullying*

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making it difficult for the person concerned to defend themselves. This can take the form of name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone.

The school works hard to ensure that all pupils know the difference between bullying and simply "falling out".

#### *Actions to tackle bullying*

Prevention is better than cure so we will be vigilant for signs of bullying and always take reports of incidents seriously. We will use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within the school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff. These incidents can be reported anonymously in writing and left in the staff's pigeon holes.

All reported incidents of bullying will be investigated and taken seriously by members of staff. A record will be kept of incidents. The class teacher of the victim will be responsible for this and will be required to give a copy of the report and action taken to the team co-ordinator. Older children may be asked to write a report themselves. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Form Tutor and Senior Co-ordinator. If bullying includes racist abuse then it should be recorded on a racial incident form.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or



interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying behaviour from recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as circle time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues as equal rights, relationships, justice and acceptable behaviour. It can be used just within the affected group to confront bullying that already exists. It may also be raised as part of the P.S.H.E curriculum, or it can be brought to the attention of the staff through the Pupils council if it is reported to the class representatives.

### ***Parental Involvement***

The parents of bullies and their victims will be informed of any incidents and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may be used, usually incorporating a reward for achieving desired behaviours.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help the problem to be solved, and will prolong the period a victim has to suffer. Whilst there is little history of bullying at our School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. This policy is seen as an integral part of our Behaviour and Discipline Policy.

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## **GUIDANCE NOTES ON BULLYING**

### Possible signs of bullying

Parents and Teachers are in ideal positions to be able to observe changes in a child's behaviour which may well indicate that they are being subjected to bullying.

Look out for:

- Items of clothing, property, school work etc that are damaged or lost more often than you would consider to be normal.
- Frequent injuries to the child (bruises, cuts, etc)
- Child becoming withdrawn and is reluctant to say why.
- Children spending "too much" time in their bedroom, possibly crying, who find it difficult to sleep, wet the bed or have nightmares. School may be aware that the child always appears tired.
- Educational attainment being slowly or suddenly reduced.
- Reluctance to go to school. Parents may not be aware of this as the child could be playing "sick". It may be noticed by the school through constant absenteeism.
- The child who comes home hungry – having had nothing to eat – admits having given or shared his/her snack.
- Money in the house or school going missing.
- Depression in the child (appears unhappy, moody, irritable).

## **Appendix II**

### **HOME-SCHOOL AGREEMENT**

*This is part of the School's Admission Policy*

#### **1. The Parents/Guardians**

I/We will:

- See that my child attends School regularly, on time, properly equipped and dressed appropriately in the correct school uniform.
- Notify the School and provide a note of explanation if the child is absent.
- Provide the school with a Doctor's certificate if the child is recovering from contagious disease.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Discuss with School staff, as soon as possible, any problems that may occur; with another child, homework, or any other.
- Support the School's policies and guidelines for behaviour.
- Support my child in home activities and other opportunities for home learning.
- Attend Parents' Evenings and discussions about my child's progress.
- Get to know about my child's life at the School.
- Discuss the School rules with my child to ensure that they understand them.
- Submit, in writing, names of people who may escort my child from School premises, in case of emergencies or parent absences.

#### **2. The School will:**

- Contact parents/guardians if there is any problem with attendance.
- Let parents know about any concerns or problems that affect their child's work or behaviour.
- Provide information on their child's progress at regular meetings and in written reports.
- Keep parents/guardians informed of activities undertaken at school.
- Encourage children to do their best at all times.
- Encourage children to take care of their surroundings and other people around them.
- Liaise with parents/guardians about appropriate home activities.
- Report to parents/guardians at once if their child is taken ill at school.
- Strictly enforce a written permission from a parent/guardian concerning the accompanying of their child/ren from school premises.

### **3. The Student**

This section must be discussed and explained to the student by the parent/guardian, before Admission.

**I will:**

- Obey the School rules throughout the School.
- Treat other people and my surroundings with respect.
- Wear my School Uniform with pride.
- Try to do my best in work tasks and listen well.
- Always try to do homework on time and with effort.
- Be helpful and friendly to all around me.
- Seek help/assistance from tutors, subject teachers, if a problem arises.

### **4. Together we will**

- Tackle any special needs.
- Encourage the student to keep the School rules.
- Support the pupil's learning to help them achieve their best.



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## **DISCIPLINE GUIDELINES**

### **Aims:**

- \* To establish a positive learning environment for all students in accordance with the school ethos;
- \* To ensure that all students take responsibility for their own behaviour and learning;
- \* To teach all students that relationships at school are based on mutual respect;
- \* To develop and implement consistent practices to support the rights of all members of the school community;
- \* To ensure that the whole school community recognises and acknowledges appropriate and positive behaviour;
- \* To help all students to acknowledge respect for their own, each others and school property;
- \* To help students to understand their social responsibilities;

### **Code of Behaviour**

All students should behave in a manner which is meaningful and purposeful. Behaviour is the result of choice and should therefore be respectful of the rest of the school community (which includes visitors and parents); students should aim to make the best possible choices at all times.

Disruptive, anti-social behaviour will at no time be tolerated under any circumstances, as this will interfere with students learning and the smooth running of the class/school. All students should understand the consequences of any such behaviour.

Students should arrive at school on time and no later than 15 minutes after the 1<sup>st</sup> class begins i.e. 8.00 am.

During the school day students should arrive at their class immediately after the bell rings unless they have a note from a member of staff. Any student arriving late for a class may be in breach of the school's lateness and absence policy. (please see appendix VI)

Student's who continue to fail to meet the school's acceptable behaviour code will be asked to remain behind for detention. This will take place one afternoon each week - students will be informed of the day and time and they will need to make arrangements for going home if it affects their normal journey



## **RE-SIT / EXAMS & REPEAT OF YEAR GUIDELINES**

The school reserves the right to make decisions based strictly in the best interests of the students.

Criteria of Grades and Performance:

- \* Pupils who gain grades A, B and C on the whole year, automatically pass the class
- \* Those who get grades D, D- or E, during their year performance will fail the year group
- \* Those students who get a grade D+ will be evaluated and a decision will be made based upon this review, as to whether it is felt to be in the student's best interest to repeat the year

The final grade for Key Stage 3 students is composed of three equal parts:

- a) Final Exam
- b) Testing throughout the year
- c) Continuous assessment of class and homework

The final grade for

Core Subjects: (Key Stage 3)

- a) Mathematics
- b) English
- c) Science
- d) Greek (for Greek speakers only)

All main subjects have final written exams. They are History, Geography, French, Italian, Spanish, Greek (for beginners), English Literature, Art, P.E and Drama (IGCSE students only)

Other subsidiary subjects that do not have final exams are: PSHE, Religion, Careers Education, P.E. (K.S.3 and non IGCSE students)

Repeating the same year:

- \* Pupils who fail all Core subjects must re-take the year
- \* Pupils who fail four subjects (whether Core or Main) must re-take the year

Re-sitting examinations: (September, before the year commences)

- \* Pupils who fail one or two of the Core subjects must re-sit these subjects in September



- \* Pupils who fail four or more subjects, whether Core or Main, will not be allowed to re-sit the exams in September; as they will re-take the year (as stated above)
- \* If a student intends to take a subject as an IGCSE and has failed the exam in that subject at the end of year 9 they will need to re-sit in September. Should they fail again, the school reserves the right to exclude them from taking that particular IGCSE subject.

Re-sitting exams in September:

- \* September exams will cover the same syllabus as the final exams, but teachers may exclude one or two units from the exam in order to ensure that pupils revise the major topics
- \* Pupils who fail any Core subjects in September must re-sit the year
- \* Pupils who fail two or more subjects in September must re-sit the year
- \* Pupils who fail one Main subject may be allowed to pass to the next year, but the school reserves the right to exclude them from sitting external examinations in this specific subject

In special circumstances the school may allow the pupil to follow the course for a term (as a probation period). This will be reviewed every six school weeks. However, the school has the right to exclude the pupil from the lesson should the pupil fail to apply himself/herself, or they have in any way, distracted other pupils or displayed unacceptable conduct in class.

- \* Scores for effort in each subject are awarded on a scale of 1 to 5, with 1 representing excellent effort and 5 representing very little effort. Pupils who receive more than two effort scores of 4 or 5 may be asked to re-sit the year. In certain cases, the school may decide that it would be in the pupil's interest to seek a different school environment. The school management will consider such cases individually.

N.B: All results/ grades/ exams and test guidelines are compared and evaluated by the External Board (Edexcel or Cambridge) and the National Curriculum Guidelines and Specifications.

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## Appendix V

### ASSESSMENT AND MARKING GUIDELINES

#### **Aims of policy:**

- \* To ensure continuity throughout the department
- \* To enable all staff, students and parents to understand progress in a clear and consistent fashion
- \* To develop a standardised approach to assessment and evaluation

#### **Purpose of assessment:**

- à To enable students and their parents to understand an individual's progress
- à To enable the staff and management of the school to compare the performance of groups of pupils, in order to better identify needs and target resources
- à To identify pupils who may be underachieving
- à To inform target setting

#### **Timetable of assessment:**

According to the needs and relevance of each subject, assessment will take the form of the following:

- à Continual teacher assessment
- à End of Unit tests
- à Half term progress tests
- à Annual end of year exams
- à Uninformed tests and quizzes
- à Mock exams for IGCSE, GCE 'O' and 'A' levels.

## Appendix VI

### ABSENCE AND LATENESS POLICY

At ISN we are committed to providing a full and efficient educational experience for all students. We feel that, if students are to benefit from education, punctuality and good attendance are crucial. We will organise and do all we can to ensure maximum attendance for all students. Any problems, which may cause difficulty for our students to be punctual and attend regularly, will be identified and addressed immediately.

To achieve this we follow the guidelines issued by the Ministry of Education and Culture. We recognise that parents play a vital role in this matter and therefore any concerns will be discussed with them promptly, using the schools communication systems.

Any problems, which affect the student's attendance and punctuality, will be followed up and we will strive to resolve them in partnership with the parents as quickly and efficiently as possible.

Students who are late for class not only miss essential time in the classroom but also disrupt the lesson and the concentration of their peers. It is not possible for a teacher to repeat all that has been missed during the lesson. Teachers have to cover the expected curriculum; hence students need to be punctual at the beginning of each day and during the changes of lessons.

#### **Lateness**

Students who arrive to a class more than 15 minutes after the beginning of the school day 8.00 will not be allowed to enter the class and will be marked absent for the whole of the first lesson; they will be sent to the office where the lateness will be recorded. Students will rejoin their class for the following period.

A student, who is late for any class during the school day, will be marked as absent for the period.

#### **Absence**

On the first day of absence, the school office should be informed by telephone as early as possible. On returning to school the student should bring a written letter from the parent(s) explaining the absence. If the student is absent from school for three consecutive days then a doctor's certificate will be required.

Students who are absent from school between 210 – 225 teaching periods per year, of which at least 165 are unauthorised, then the student will be required to sit an exam in the subject/s missed, early September to confirm whether they can partake in the following academic year. Students who fail to achieve the required standard will **not** be allowed to pass to the next year but will be asked to repeat the year.

Students arriving late without an authorised note will be marked as absent and this will count towards the total number of absences, for a specific lesson/s. The number of absence per term will be noted in the students school report.

Parents should avoid taking students out of school for vacations during term time. It is up to the discretion of the school to mark this as unauthorised absences should this occur. In an emergency, request for absence should be put in writing to the school office. Doctors appointments / dentists visits etc. are strictly discouraged.

N.B. – Students in Years 10 and 11 are not allowed unauthorised absences; all absences should be explained with a letter or certificate from the doctor.



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## Appendix VII

### **SCHOOL UNIFORM**

We believe that the appearance of our students is as important as their behaviour; our aim is to help them to develop a sense of community and pride as a member of our school. We therefore expect all of our students to arrive at school each day dressed appropriately in the correct school uniform. If a student arrives and is not correctly dressed parents will be immediately contacted and the student will be asked to return home to change.

The following areas of uniform and appearance should always be monitored carefully by the teachers:

- Make up (eye make-up and nail polish remover will be available for use in the school office)
- Training shoes can be worn providing they are black
- Jewellery is not allowed for girls, apart from simple ‘sleeper’ earrings and crosses.
- Boys can not wear earrings/only small studs
- Conspicuous body piercing is not allowed
- Hair should be clean, neat and tidy, for boys it should be of a length and style acceptable to the school. Long hair must be tied back (both boys and girls)
- Writing on hands/arms/clothing.

During the hot months of September – October and from April – June, children are expected to wear *summer school uniform*

During cold weather in November – March, children are expected to wear winter school uniform.

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