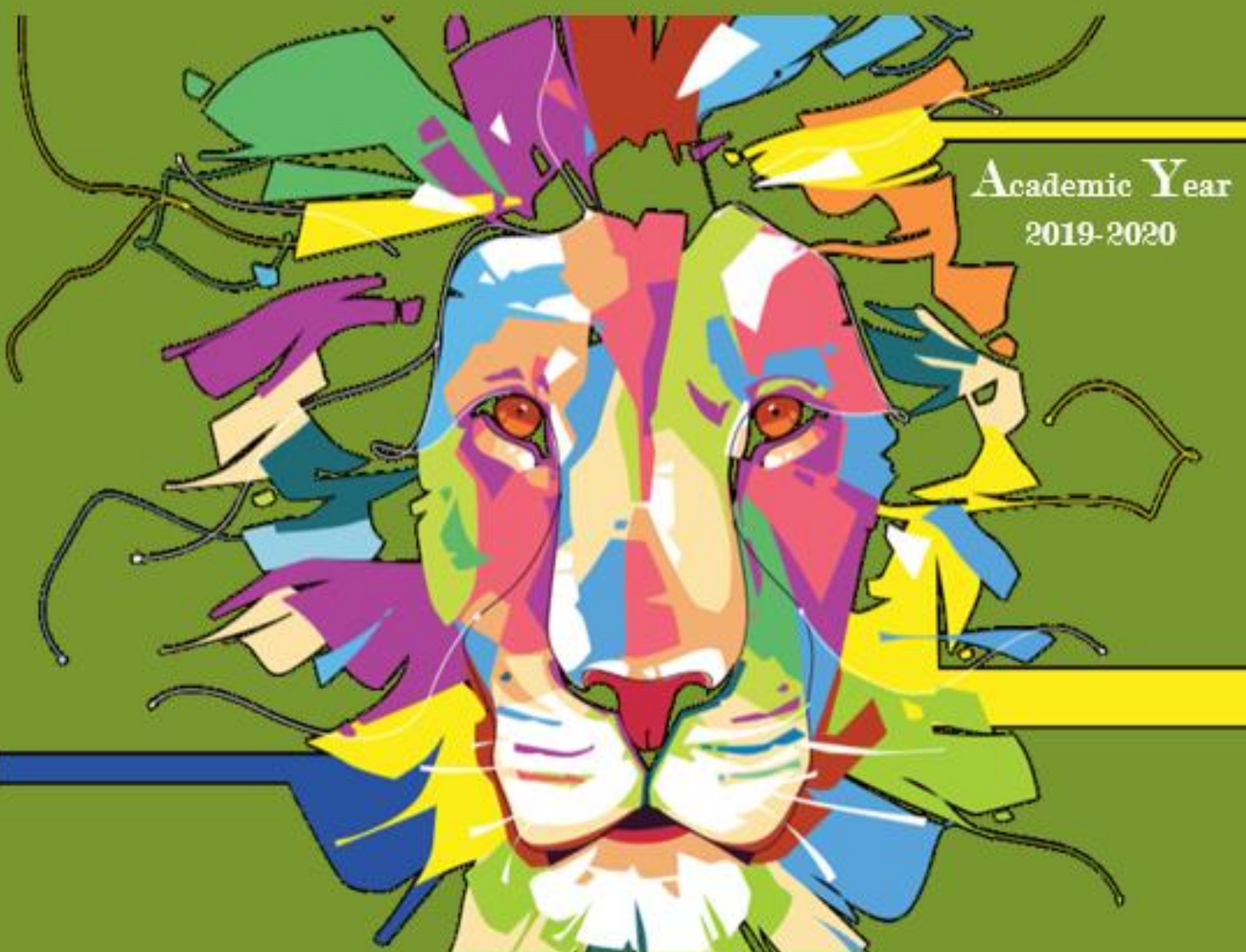


PARENT INFORMATION HANDBOOK

Academic Year
2019-2020



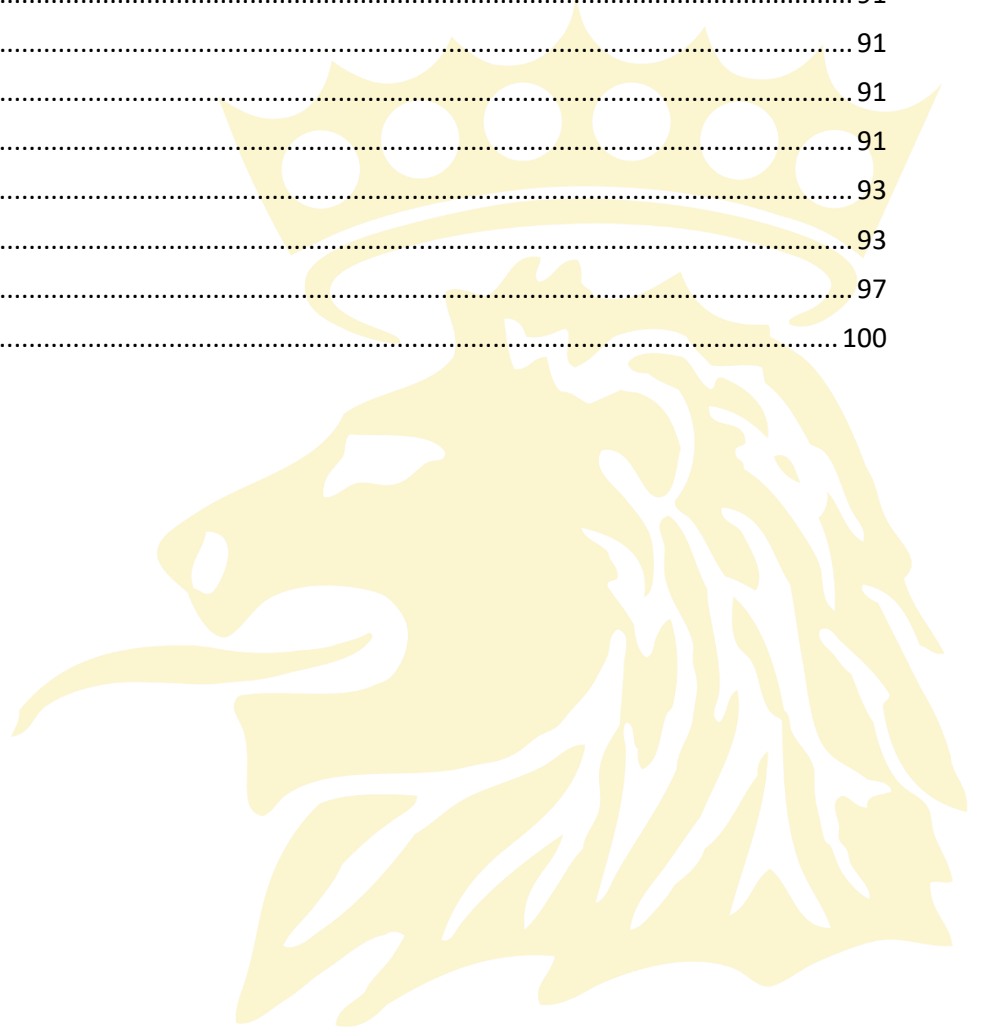
NON SIBI SED SCHOLAE
NOT FOR YOURSELF BUT FOR YOUR SCHOOL



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Mission Statement

The English School exists to promote academic excellence through high quality processes of teaching and learning. The school seeks to maximise individual potential by providing rich and engaging educational experiences and challenges, supported by talented and trained staff, in a safe and caring environment and using modern pedagogical techniques and new technologies.

The English School student is an articulate, autonomous, life-long learner who is developing the cognitive skills to think critically and creatively, to evaluate information and to collaborate with staff and other students in order to assess his/her own attainment and progress.

The school is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender and individual needs.

The English School's main goal is to prepare students to access the highest quality tertiary education and to become global and democratic citizens, empowered to adopt key leadership roles in their adult lives.

The school motto is '*Non sibi sed scholae*' which means that students should be proud to be a member of the school and put the school community and other people before their own needs.



Acknowledgement Form

(Should be returned to the school by September 13th 2019)

Please make a print out of this page and return the completed form to your daughter's / son's Form Tutor by **Friday, September 13th 2019.**

I acknowledge receipt of the Code of Conduct and Home/School Agreement.

Student's Name:.....

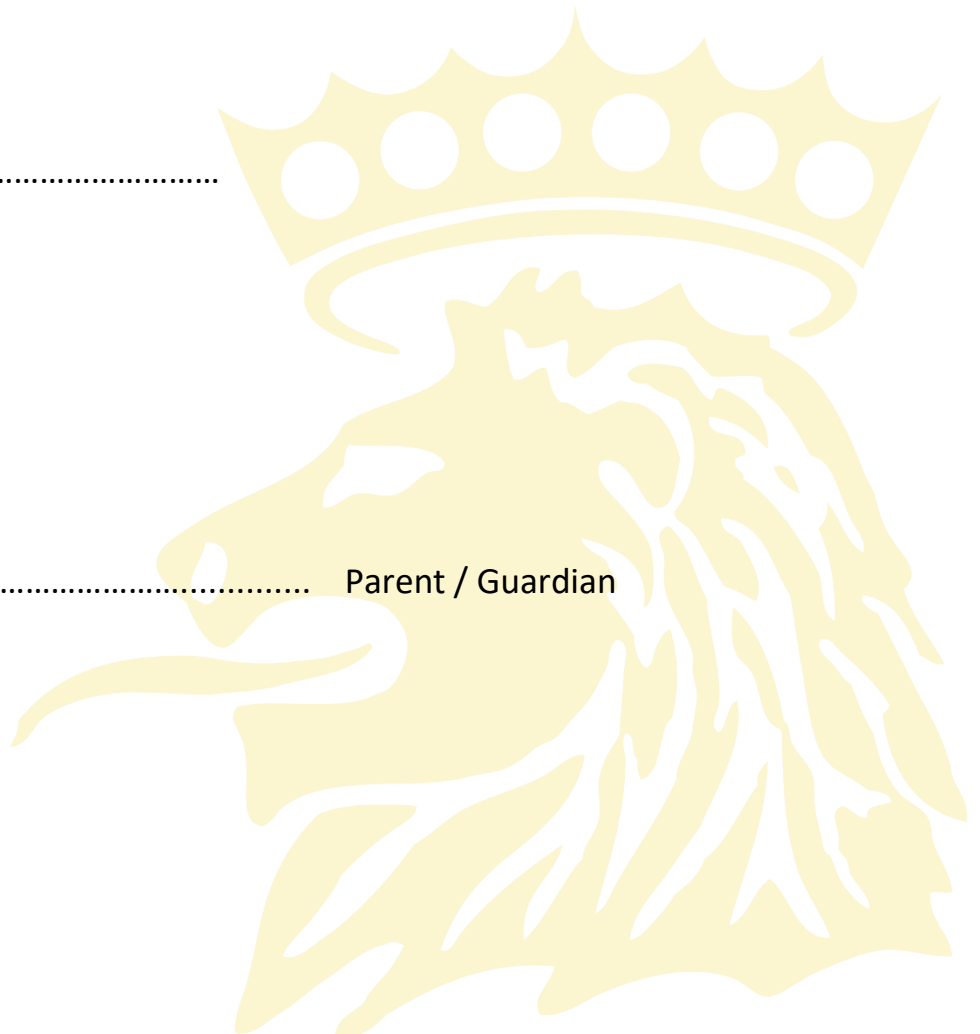
Form:

Parent / Guardian's Name:

.....

Date:

Signature:..... Parent / Guardian





The English School Code of Conduct

The Code of Conduct is intended to support and encourage all students in the school community to meet the following standards which reflect the major values underlying the school mission statement: Respect, Tolerance, Fairness, Selflessness and Responsibility.

The Code of Student Conduct has **three sections**.

- A Students' Rights section
- A Students' Responsibility section
- A Sanction section to deal with transgressions

All English School Students have the following Rights:

- To be treated equally and respectfully by all others in the school community
- To have access to formal complaint procedures for those situations in which they believe themselves to be victims of discrimination based on gender, ethnic background, colour, religion, sexual orientation or disability
- To have access to procedures to appeal a decision pertaining to misconduct charges or sanctions on their part
- To expect safety, confidentiality, and privacy when being considered for misconduct or when reporting the misconduct of others

All English School Students have the following Responsibilities: *

- To complete all academic work in an honest and responsible way, rejecting all forms of cheating, plagiarism or dishonest presentation of one's work
- To respect the rights and responsibilities of all individuals in the school community
- To behave in a safe and responsible manner by refraining from all forms of misconduct or aggressive or disrespectful behaviour toward individuals or property
- To refrain from the use of disrespectful communication to or about others
- To reject all forms of discrimination or harassment toward others
- To attend all classes on time
- To meet school standards on appearance and dress/uniform regulations
- To refrain from the use of mobile phones and extraneous electronic equipment while in classes or educational activities
- To not engage in any behaviours involving the use of drugs, alcohol, addictive substances or smoking
- To participate as required in all school activities and functions, including all lessons and sporting activities
- To refrain from any political party campaigning or promotion in the school
- To act at all times in a manner which will not bring discredit upon themselves, their family and their school
- To use the internet and ICT in School safely and to refrain from using social networking sites or the internet to harass other students or staff
- To refrain from the use of violence towards other students and staff

**The above list is not exhaustive and can be extended in the future*

Home / School Agreement

The English School has the following responsibilities:

- To provide a comprehensive and engaging education to all its students
- To place the individual child at the heart of everything it does
- To monitor individual student progress and intervene if there is evidence of underachievement
- To keep all of its students' safe
- To respect the rights and responsibilities of all individuals in the school community
- To ensure that staff provide regular and effective feedback on written and class work completed by their students
- To offer a modern and relevant curriculum
- To offer a wide range of extra-curricular activities and educational visits
- To monitor student attendance and take action when there are problems
- To refrain from any party political campaigning or promotion in the school
- To prepare students effectively for higher education and employment
- To provide an effective programme of social, moral, spiritual and health guidance through its assemblies, PHSCE programmes
- To liaise regularly with parents to maintain good communication and effective *care in loco parentis*
- To implement an effective behaviour management system to ensure all students are in an environment conducive to learning, using both rewards and sanctions
- To deal with communications from parents in a courteous and prompt manner
-

The English School parents have the following responsibilities:

- To ensure their children attend school regularly and arrive promptly in the morning
- To monitor their child in his/her home learning to ensure that he/she completes all task and activities set by the teacher and submits them on time
- To communicate with the school if their child is having difficulties, experiencing bullying or falling behind academically
- To support the school and the actions of the Leadership team if their own child is involved in bullying
- To communicate promptly with the school if their child is ill and cannot attend
- To support the school by emphasising the need for good behaviour, regular attendance and promptness to their child
- To work in close collaboration with school staff to ensure that the best possible educational experience is provided for their child
- To communicate with the school if their child has any long-term medical conditions which will hinder his/her learning
- To refrain from imposing undue pressure on their child in terms of attainment expectations and to act in a supportive and encouraging capacity
- To attend parents' consultations and review days regularly and with their child
- To communicate with school staff in a positive spirit of collaboration
- To encourage their child to participate in extra-curricular activities

Sanctions for Misconduct:

Failure on the part of students to live up to these standards will be seen as a breach of the Code of Student Conduct and will incur intervention or disciplinary action, which will take one or more of the following forms, depending on the severity of the misbehaviour. In certain cases, restitution or restoration to the victim will also be expected.

Sanctions might include the following but not necessarily in this order depending on the severity of the misconduct:

- A work assignment
- Guidance intervention by a member of staff
- Contact with parents/parental meeting
- School detention
- Immediate withdrawal from class or activity for referral to Leadership Team
- Community service assignment
- Suspension
- Discipline Committee hearing
- Permanent exclusion

Wherever possible the sanctions will be guided by restorative principles in an attempt to educate the students not to transgress the Code of Student Conduct again.

Note that the School reserves the right to inspect student property, including electronic devices, in cases of suspected bullying.

In order to ensure all students are adequately protected, the School reserves the right to sanction students who may be found to be perpetrators of bullying or harassment of other students outside school hours and/or off the school premises.

Such sanctions will be implemented according to the School's Behaviour Policy.





Calendar 2019-2020

Main Term and Exam Dates

Autumn Term:

- ✓ New Students Induction Day + ID Photos: **Wednesday, 4th September 2019**
- ✓ Mid-Programme Entry Induction Day: **Thursday, 5th September 2019**
- ✓ Years 6 & 7 in school: **Thursday, 5th September 2019**
- ✓ Years 1 to 7 in school: **Friday, 6th September 2019**
- ✓ Half Term: **Friday, 25th October 2019 to Wednesday, 30th October 2019**
- ✓ Term Ends: **Friday, 20th December 2019**

Spring Term:

- ✓ Term Starts: **Tuesday, 7th January 2020**
- ✓ Year 5 Mock Exams: **7th January 2020 to 17th January 2020**
- ✓ Half Term: Monday, **24th February 2020 to 2nd March 2020**
- ✓ Year 4,6,7 Mock Exams: **Tuesday, 3rd March 2020 to 13th March 2020**
- ✓ Term Ends: **Friday, 10th April 2020**

Summer Term:

- ✓ Term Starts: **Monday, 27th April 2020**
- ✓ Provisional last day for Years 5-7: **Thursday, 30th April 2020**
- ✓ Provisional last day for Year 4: **Friday, 15th May 2020**
- ✓ Provisional last day for Year 3: **Friday, 22nd May 2020**
- ✓ Year 4 EoY Exams: **Wednesday, 20th May 2020 to 12th June 2020**
- ✓ Year 1-3 EoY Exams: **Tuesday, 26th May 2020 to 12th June 2020**
- ✓ Terms End: Friday, **21st June 2020**

Public and School Holidays

1st October – Cyprus Independence Day
28th October – Ochi Day
13th November – Archbishop's Name
23rd December to 6th January - Christmas Holidays
30th January – The 3 Hierarchs Day
2nd March – Green Monday
25th March – Greek Independence Day
1st April – Cyprus National Day
13th April to 24th April – Easter Break
1st May – Labour Day
8th June – Pentecost (Kataklysmos)
11th June – Apostolos Varnavas

For calendar highlights please visit our website: www.englishschool.ac.cy

All events will be posted on our website. <http://www.englishschool.ac.cy/calendar>

Also, like us on Facebook: <https://www.facebook.com/TheEnglishSchoolNicosia/>

Calendar Highlights:

Please note that it may be necessary to change the dates of some events in the light of developments through the year. Our website www.englishschool.ac.cy will highlight any changes. Events are also advertised on Facebook. Like us: <https://www.facebook.com/TheEnglishSchoolNicosia/>

Day	Date	Month	Details
Autumn Term			
Tue	13	Aug	CIE results released
Thu	15	Aug	GCE, IAL results released (School is closed, Exam office will be open)
Thu	22	Aug	I/GCSE Exam Results
Fri	30	Aug	Term 1 begins
Fri	30	Aug	The European Youth Parliament National Session
Sun	1	Sep	Musical auditions
Wed	4	Sep	* Year 1 Induction + ID Photos * Year 4 Yellis + ID Photos
Thu	5	Sep	* Year 6,7 in School * Mid-Programme Entry Induction Day * Mid-Programme photos
Fri	6	Sep	*All students in School (Years 1-7) * FT time for Years 2-7 for class representative elections) * New Students instrumental orientation period 6
		Sep	<u>7/9 - 8/9</u> Year 1 Boys - Jubilee Workshop
Sun	8	Sep	Year 1 Boys - Jubilee Workshop
Wed	11	Sep	Band/String Orchestra/ Senior Choir Auditions
		Sep	<u>11/9 - 13/9</u> ISI initial visit
Fri	13	Sep	Prospective Turkish Cypriot Parents' Meeting
		Sep	<u>14/9 - 15/9</u> Year 1 Girls - Jubilee Workshop (14-15 Sep)
Mon	16	Sep	Activities Fair 2019
Mon	16	Sep	Deadline for Post Results Service
Tue	17	Sep	Parents Information Evening
Thu	19	Sep	Year 3 Parents DoFE Information Evening
Mon	23	Sep	All Extra-Curricular Activities (ECA) start
Thu	26	Sep	New Parents' Cocktail
		Sep	<u>23/9 - 28/9</u> Erasmus + meeting Poland (23rd - 28th Sep)
Thu	3	Oct	Year 6 Parents Evening
		Oct	<u>4/10 - 10/10</u> World Space week (4-10 Oct)

Day	Date	Month	Details
		Oct	The Geography department will plan a mandatory Geography Coastal Fieldtrip for all Year 3 students. The students go once per class and this depends on timetable. Details will be communicated in September 2019
		Oct	<u>11/10 - 12/10</u> A-Level Biology field-trip (11th to 12th Oct)
		Oct	<u>11/10 - 13/10</u> Talent Night auditions (11-13 Oct, Hall)
		Oct	<u>13/10 - 19/10</u> Anti-Poverty Week (13-19 October)
Wed	16	Oct	Open Day
Thu	17	Oct	Careers Convention (17:00-19:30)
Mon	21	Oct	Year 7 School Photos (From 13:30-14:10)
Mon	21	Oct	Mock schedules forwarded to Year 5 students
Tue	22	Oct	Years 1-4 School Class Photos (From 13:30-14:10)
Wed	23	Oct	Year 3 Educational trip
Wed	23	Oct	Years 5-6 School Class Photos (From 13:30-14:10)
		Oct	<u>25/10 - 1/11</u> The Geography department will organise a trip for Year 6 and Year 7 Students to the UK, Cranedale. This is part of the curriculum being studied and the details will be communicated in September 2019
		Oct	<u>24/10 -1/11</u> An action packed program of C-A-S projects and challenges set in the most dynamic city on planet earth – New York! Teachers in charge: Maria Pericleous, Elena Chrysanthou, Niki Melanidou
Wed	30	Oct	BMAT & other University Admission exams
Thu	7	Nov	Founder's Day Ceremony
Fri	8	Nov	Founder's Day 7-a-side Football & other Sports Events
Sun	10	Nov	Provisional: Founder's day Games Vs ESOBGA
Mon	11	Nov	Boys Inter-House Cross Country Competition
Mon	11	Nov	External exam registrations open
Tue	12	Nov	Girls Inter-House Cross Country Competition
Fri	15	Nov	Turkish Poetry Evening
		Nov	<u>16/11-17/11</u> MEDIMUN workshop (16-17 Nov)
		Nov	<u>18/11 - 22/11</u> ISI Inspection (18-22 Nov)
Thu	21	Nov	Talent Night Performance
Fri	22	Nov	External Exams registrations close
Fri	22	Nov	Talent Night Performance
Tue	26	Nov	Year 3 Students Option Presentation (Periods will be communicated)
Thu	28	Nov	Year 3 Parents Options Evening

Day	Date	Month	Details
Sat	30	Nov	EYP Internal General Assembly
Mon	2	Dec	External Exam Payments due
Tue	3	Dec	Year 5 Students Options Presentation (Periods will be communicated)
Thu	5	Dec	Year 5 Parents Options Evening
Fri	6	Dec	Blood Donation
Sat	7	Dec	EYP Inter-School Session
Sat	7	Dec	Salakian Hockey Trophy - 1st Round
Sat	7	Dec	United Musical Vibes – Joint concert with other Schools/ organizations – Strovolos Municipal Theatre 7:30 pm
Mon	9	Dec	GCSE Drama Component 1: Devising Performance (Venue: HALL @ 6pm)
		Dec	10/12 - 13/12 Erasmus + meeting Germany (10th to 13th December)
Tue	10	Dec	Instrumental evaluation 1
Wed	11	Dec	Instrumental evaluation 1
Wed	11	Dec	Provisional: Art Charity Event (auction)
Thu	12	Dec	Instrumental evaluation 1
Fri	13	Dec	Instrumental evaluation 1
Fri	13	Dec	Instrumental Programme Recital
Sat	14	Dec	Rehearsals for Christmas Concert
Sun	15	Dec	Rehearsals for Christmas Concert
Sun	15	Dec	Charity Yoga Event
		Dec	16/12 - 20/12 In class revision week for January Mocks (Year 5) (16-20 Dec)
Mon	16	Dec	Christmas Concert
Tue	17	Dec	Christmas Concert
Thu	19	Dec	"Play it forward" Community day organized by the Music Department
Fri	20	Dec	Christmas Bazaar
Fri	20	Dec	End of Autumn Term

Day	Date	Month	Details
Spring Term			
Tue	7	Jan	Spring Term Begins
		Jan	8/1-17/1 January Mocks (8-17 Jan)
		Jan	18/1-19/1 School Musical retreat / intense rehearsals (18-19 Jan)
		Jan	20/1-29/1 Feedback week for January Mocks (Year 5) (20-29 Jan)
		Jan	27/1-31/1 THIMUN Trip (27-31 Jan)
Sat	1	Feb	Salakian Hockey Trophy - 2nd Round

Day	Date	Month	Details
Wed	5	Feb	Year 4- Chemistry diagnostic test (common assessment 4) 1:40-2:55 pm (extra time: until 3:25 pm) in Lecture Theatre
		Feb	<u>7/2-9/2</u> MEDIMUN Conference (7-9 Feb)
Mon	10	Feb	<u>10/2-14/2</u> Arts Week (programme TBA) (10-14 Feb)
Thu	13	Feb	Provisional: School Musical "Grease" (dates depend on theatre availability)
		Feb	<u>17/2-21/2</u> In Class revision week for March Mocks (Years 4, 6 and 7) (17-21 Feb)
Mon	17	Feb	Year 6 - Student Leaders - Head Boy and Head Girl Application Submission Open
Wed	19	Feb	Sports Day
Thu	20	Feb	Universities of London visit (provisional - time/periods will be communicated)
		Feb	<u>22/2-29/2</u> University of Granada Spanish Trip (Provisional 22/2-29/2)
		Feb	<u>22/2-26/2</u> Proposed GCSE Drama / Music Trip to London (22/2-26/2)
		Mar	<u>3/3-13/3</u> March mocks (3-13 Mar)
Wed	4	Mar	Year 2 Educational Trip
Mon	16	Mar	Year 6 - Student Leaders - Head Boy and Head Girl Application Submission deadline
		Mar	<u>16/3 - 20/3</u> Feedback week for March Mocks (Years 6 & 7) (16-20 Mar)
Tue	17	Mar	Year 6 Students UCAS Presentation (Time/period will be communicated)
Thu	19	Mar	Year 6 Parents UCAS Presentation (19:00-20:00)
Fri	20	Mar	Head Boy and Head Girl Interview of applicants
Sat	21	Mar	25th March Parade Practice
Sun	22	Mar	25th March Parade Practice
		Mar	<u>24/3-27/3</u> Erasmus+ meeting (24th to 27th March)
Wed	25	Mar	25th March Parade
		Mar	<u>27/3-29/3</u> F1 in Schools National Finals (27-29 Mar)
Mon	30	Mar	Election Week: Campaigning for Head Boy/Head Girl Elections Year 3 & Year 4 Hustings
Tue	31	Mar	Election Week: Campaigning for Head Boy/Head Girl Elections Year 5 Hustings
Thu	2	Apr	* Global Astronomy Club Celebrated in April * Election Week: Elections during Form Tutor period
Sat	4	Apr	The European Youth Parliament National Pre-selection
Sun	5	Apr	The European Youth Parliament National Pre-selection
Tue	7	Apr	Provisional Activities Award Ceremony
Wed	8	Apr	Provisional: Drama GCSE component 2 - we are waiting for the exam board

Day	Date	Month	Details
		Apr	8/4-15/4 WIDPSC (8-15 Apr)
Fri	10	Apr	Spring Term Ends

Day	Date	Month	Details
Summer Term			
Mon	27	Apr	Summer Term Begins
Tue	28	Apr	Instrumental Programme Concert
Thu	30	Apr	Provisional last day Years 5-7
Thu	30	Apr	Year 1 Educational Trip
		May - June	4/5 -12/6 Revision schedule for Years 5, 6 and 7 (4-12 Jun)
Wed	6	May	F1 in schools entry class finals
		May	11/5-15/5 Years 1-4 in class revision (11-15 May)
Wed	13	May	Year 3 D&T Drone event
Fri	15	May	Provisional last day - Year 4
		May	18/5-22/5 Years 1-3 in class revision (18-22 May)
Wed	20	May	Year 4 EoY exams begin
Tue	26	May	Years 1-3 EoY exams begin
Fri	29	May	Mid-Programme Entry Year 6 Interviews
Sat	30	May	Mid-Programme Entry Exams
Mon	1	Jun	Provisional: Art GCSE/A-level exhibition
Fri	12	Jun	Year 3 Dinner and Dance
Fri	12	Jun	Years 1-4 EoY exams end
Mon	15	Jun	Music GCSE Y 4 A level Y6 performance / composition mock
Tue	16	Jun	D&T GCSE, GCE Exhibition
Wed	17	Jun	DofE Award Ceremony and D&T Lower School Exhibition
Wed	17	Jun	Return of End-of-Year exam papers
Thu	18	Jun	Return of End-of-Year exam papers
Fri	19	Jun	Return of End-of-Year exam papers
Fri	19	Jun	Sports Award Ceremony
Fri	26	Jun	Graduation Ceremony (Provisional)
Mon	29	Jun	Graduation Ceremony (Provisional)
Tue	30	Jun	Last day of term
			* Year 4 Geography Swiss Fieldtrip (Last week of June early July) * Year 4 Maths trip (pending approval: Sat 20th June and return Sunday 28th June) * Year 5 Maths trip (Pending approval: 1st July to 5th July)



Beginning of Academic Year 2019-20

:

Wednesday, 4th September 2019:

New students' induction day
Year 4 Yellis testing and ID photos

Thursday, 5th September 2019

Only Years 6 and 7 in school

7.40-8.15: Assembly (Year 6 in Lecture Theatre, Year 7 in Hall)

8.15-8.45: Form Tutor

8.15-1.35: Lessons

Friday, 6th September 2019

All year groups in school

7.40-8.20: Years 1 and 6-7 Form Tutor time

Year 6 and 7 Class Representative Elections

7.40-8.00: Welcome assembly for Year 2 in the Lecture Theatre and Year 4 in the Hall

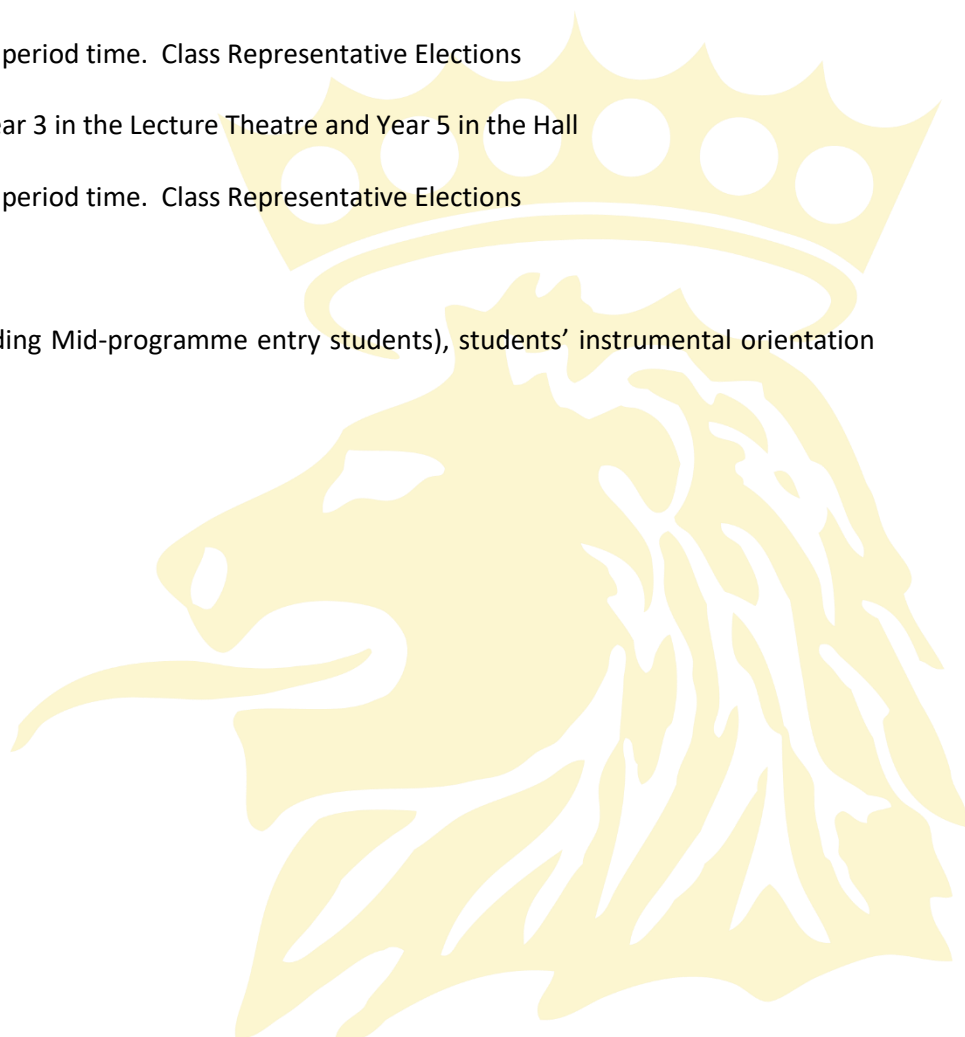
7.40-8.00 Years 3 and 5 Form Tutor period time. Class Representative Elections

8.00-8.20 Welcome assembly for Year 3 in the Lecture Theatre and Year 5 in the Hall

8.00-8.20 Years 2 and 4 Form Tutor period time. Class Representative Elections

8.20-1.35 Lessons

12.45-1.35 All new students (including Mid-programme entry students), students' instrumental orientation (period 6)



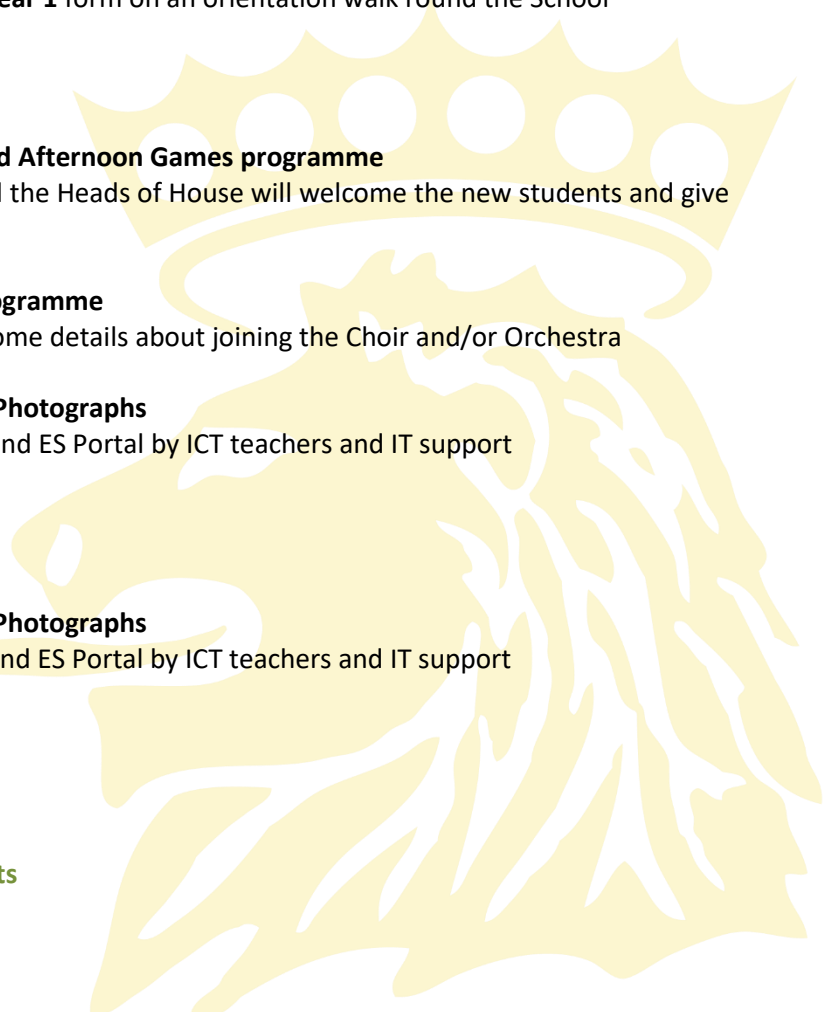


Year 1 Students' Induction Day Programme

Wednesday, 4th September 2019

Students must be in School Uniform

- 07:30** Arrive outside the Main Building Reception and meet up outside the Hall in the quadrant
- 07:40** Year 1 students to gather in the Hall
- Welcome by the Headmaster, Mr David Lambon
 - Welcome presentation by the Assistant Head i/c of Lower School, Ms Elena Ignatiou
 - Welcome by the Head of Year 1, Dr Eva Polyviou and introduction of Year 1 Form Tutors
 - Form Tutors will read out their class lists and take their students to their form room
- 08:00** Year 1 students move to Form Rooms
Form Tutors will go through all essential information our new students need to know about their new school.
- 09:00** Guides/Peer Mentors will escort each Year 1 form on an orientation walk round the School
- 09:45** Break
- 10:00** Year 1 students to gather in the Hall
Presentation on the School's Sports and Afternoon Games programme
The Physical Education Department and the Heads of House will welcome the new students and give them the relevant details
- 10:25** Presentation on the School's Music programme
The Music Department will give them some details about joining the Choir and/or Orchestra
- 10:45** Computer system introduction and ID Photographs
Group A: Introduction to School email and ES Portal by ICT teachers and IT support
1B – SB16, 1G – SB17, 1J – SB18
Group B: ID Photographs
1R, 1W and 1Y outside the library
- 11:20** Computer system introduction and ID Photographs
Group B: Introduction to School email and ES Portal by ICT teachers and IT support
1R – SB16, 1W – SB17, 1Y – SB18
Group A: ID Photographs
1B, 1G and 1J outside the library
- 12:00** End of Induction Day for Year 1 students
Parents may pick up their children





Mid-Programme Entry Students' Induction Day Programme Thursday, 5th September 2019

Students must be in School Uniform

- 07:40 Mid-Programme entry students to gather in the library, in the Science Building**
- Welcome by the Headmaster and Assistant Heads, Ms Elena Ignatiou, Ms Anne-Marie Tellalis, and Mr Yiannis Georgiou
- 08:00 Introduction to Music and Games Programmes**
- Music Department welcome speech
 - PE Department welcome speech
- 08:15 Introduction of Heads of Year and relevant form tutors (Years 2, 3, 4 and 6)**
Students will meet their "buddy" from their class
- 08:20 Mid-Programme Entry Student ID Photos**
Starting with Year 6, then Year 2, 3 and 4
- 08:30 Buddies will escort each Mid-Programme student on an orientation walk round the School**
- 08:45 Year 6 Students to go to lessons**
- 09:00 End of Induction Day for Mid-Programme Entry Students (Years 2, 3 and 4)**
Parents may pick up their children





YELLIS Aptitude Online Tests and ID Photographs

Test Date: **Wednesday, 4th September 2019**

Duration of test (without administration): **Maximum 1 hour.**

ID Photographs will run concurrently. Students will need to be at school from 8.00 and stay until they have completed the YELLIS test and had their ID photo taken (see details below.)

YELLIS is a set of three tests we routinely administer to all Year 4 students in order to give us a measure of each student's developed ability or aptitude for learning. The three areas are: Vocabulary, Maths and Non-Verbal (ability to match patterns, and apply visual intuition.)

It is a computer adaptive test, meaning that each student will progress through the test and be given questions, related to their level of response. The level of questions is thus adjusted according to each student's answers.

The data produced from the tests can then be used to set academic targets for students during Years 4 and 5. This test is completely separate from the students' academic programme at school.

Students do not need to revise anything for these tests but they do need to concentrate and give their best effort.

Additionally, we will be taking ID photos of all students on this day in order to create up to date school ID photo identification cards. Each student needs to bring **10 euros on the day to pay the photographer**. Students need to bring these ID cards to all end of year and external exams, and use them for the school buses and library.

Location details:

Yellis			
08:00-09:20	4B – Science Building Room 16	9:30-10:40	4R – Science Building Room 16
8:00-9:20	4G – Science Building Room 17	9:30-10:40	4W – Science Building Room 17
8:00-9:20	4J – Science Building Room 18	9:30-10:40	4Y – Science Building Room 18
Photographs			
8:30-8:50	4R – Outside the Library	9:30-9:50	4B – Outside the Library
8:50-9:10	4W – Outside the library	9:50-10:10	4G – Outside the Library
9:10-9:30	4Y – Outside the Library	10:10-10:30	4J – Outside the Library



Student ID cards/Digital Photos



For the Attention of all New Students (Forms 1, 2, 3, 4, and 6)

During Induction Day, our new students are required to take their photo, so they can be issued with ID cards! The arrangements have been detailed above. Our photographer will be waiting for our students outside the library. Following that students will be in possession of an official school ID which will be required to borrow books from the library, for external examinations and public transportation.

Cost:

Friday, **6th September** they will have to bring **EUR60** which will cover the following things:

- Student ID valid until the end of Year 3
- Year 1 Educational Trip
- Year 2 Educational Trip
- Year 3 Educational Trip
- Year 1 Class Photos
- Year 2 Class Photos
- Year 3 Class Photos

As for our Mid-Programme Entry students, they should bring on Friday, 6th September the amount of €10 to cover the cost of the ID.

In both instances the additional cost will be added to the tuition fee paid to the school.

For easy reference, the arrangements are as follows:

Year 1 Entrants

You will have your photograph taken on Wednesday, 4th September 2019, outside the Library in the Science Building as follows: (a) 10:50-11:20: 1R, 1W, 1Y and (b) 11:20-11:50: 1B, 1G, 1J

Mid-Programme Entry Students:



You will have your photo taken from 08:20-08:30, on Thursday, 5th September 2019. The photos will be taken outside the library.

Calendar Reference Table

Week A and B

Wk	Date			Wk	Date			Wk	Date			Wk	Date			Wk	Date		
We	Day	Date	Month	Weeks	Day	Date	Month	Weeks	Day	Date	Month	Weeks	Day	Date	Month	Weeks	Day	Date	Month
1A	Mon	2	Sep	10B	Mon	4	Nov	17A	Mon	6	Jan	25A	Mon	9	Mar	31A	Mon	4	May
1A	Tue	3	Sep	10B	Tue	5	Nov	17A	Tue	7	Jan	25A	Tue	10	Mar	31A	Tue	5	May
1A	Wed	4	Sep	10B	Wed	6	Nov	17A	Wed	8	Jan	25A	Wed	11	Mar	31A	Wed	6	May
1A	Thu	5	Sep	10B	Thu	7	Nov	17A	Thu	9	Jan	25A	Thu	12	Mar	31A	Thu	7	May
1A	Fri	6	Sep	10B	Fri	8	Nov	17A	Fri	10	Jan	25A	Fri	13	Mar	31A	Fri	8	May
	Sat	7	Sep		Sat	9	Nov		Sat	11	Jan		Sat	14	Mar		Sat	9	May
	Sun	8	Sep		Sun	10	Nov		Sun	12	Jan		Sun	15	Mar		Sun	10	May
2B	Mon	9	Sep	11A	Mon	11	Nov	18B	Mon	13	Jan	26B	Mon	16	Mar	32B	Mon	11	May
2B	Tue	10	Sep	11A	Tue	12	Nov	18B	Tue	14	Jan	26B	Tue	17	Mar	32B	Tue	12	May
2B	Wed	11	Sep	11A	Wed	13	Nov	18B	Wed	15	Jan	26B	Wed	18	Mar	32B	Wed	13	May
2B	Thu	12	Sep	11A	Thu	14	Nov	18B	Thu	16	Jan	26B	Thu	19	Mar	32B	Thu	14	May
2B	Fri	13	Sep	11A	Fri	15	Nov	18B	Fri	17	Jan	26B	Fri	20	Mar	32B	Fri	15	May
	Sat	14	Sep		Sat	16	Nov		Sat	18	Jan		Sat	21	Mar		Sat	16	May
	Sun	15	Sep		Sun	17	Nov		Sun	19	Jan		Sun	22	Mar		Sun	17	May
3A	Mon	16	Sep	12B	Mon	18	Nov	19A	Mon	20	Jan	27A	Mon	23	Mar	33A	Mon	18	May
3A	Tue	17	Sep	12B	Tue	19	Nov	19A	Tue	21	Jan	27A	Tue	24	Mar	33A	Tue	19	May
3A	Wed	18	Sep	12B	Wed	20	Nov	19A	Wed	22	Jan	27A	Wed	25	Mar	33A	Wed	20	May
3A	Thu	19	Sep	12B	Thu	21	Nov	19A	Thu	23	Jan	27A	Thu	26	Mar	33A	Thu	21	May
3A	Fri	20	Sep	12B	Fri	22	Nov	19A	Fri	24	Jan	27A	Fri	27	Mar	33A	Fri	22	May
	Sat	21	Sep		Sat	23	Nov		Sat	25	Jan		Sat	28	Mar		Sat	23	May
	Sun	22	Sep		Sun	24	Nov		Sun	26	Jan		Sun	29	Mar		Sun	24	May
4B	Mon	23	Sep	13A	Mon	25	Nov	20B	Mon	27	Jan	28B	Mon	30	Mar	34B	Mon	25	May
4B	Tue	24	Sep	13A	Tue	26	Nov	20B	Tue	28	Jan	28B	Tue	31	Mar	34B	Tue	26	May
4B	Wed	25	Sep	13A	Wed	27	Nov	20B	Wed	29	Jan	28B	Wed	1	Apr	34B	Wed	27	May
4B	Thu	26	Sep	13A	Thu	28	Nov	20B	Thu	30	Jan	28B	Thu	2	Apr	34B	Thu	28	May
4B	Fri	27	Sep	13A	Fri	29	Nov	20B	Fri	31	Jan	28B	Fri	3	Apr	34B	Fri	29	May
	Sat	28	Sep		Sat	30	Nov		Sat	1	Feb		Sat	4	Apr		Sat	30	May
	Sun	29	Sep		Sun	1	Dec		Sun	2	Feb		Sun	5	Apr		Sun	31	May
5A	Mon	30	Sep	14B	Mon	2	Dec	21A	Mon	3	Feb	29A	Mon	6	Apr	35A	Mon	1	Jun
5A	Tue	1	Oct	14B	Tue	3	Dec	21A	Tue	4	Feb	29A	Tue	7	Apr	35A	Tue	2	Jun
5A	Wed	2	Oct	14B	Wed	4	Dec	21A	Wed	5	Feb	29A	Wed	8	Apr	35A	Wed	3	Jun
5A	Thu	3	Oct	14B	Thu	5	Dec	21A	Thu	6	Feb	29A	Thu	9	Apr	35A	Thu	4	Jun
5A	Fri	4	Oct	14B	Fri	6	Dec	21A	Fri	7	Feb	29A	Fri	10	Apr	35A	Fri	5	Jun
	Sat	5	Oct		Sat	7	Dec		Sat	8	Feb		Sat	11	Apr		Sat	6	Jun
	Sun	6	Oct		Sun	8	Dec		Sun	9	Feb		Sun	12	Apr		Sun	7	Jun
6B	Mon	7	Oct	15A	Mon	9	Dec	22B	Mon	10	Feb		Mon	13	Apr		Mon	8	Jun
6B	Tue	8	Oct	15A	Tue	10	Dec	22B	Tue	11	Feb		Tue	14	Apr		Tue	9	Jun
6B	Wed	9	Oct	15A	Wed	11	Dec	22B	Wed	12	Feb		Wed	15	Apr		Wed	10	Jun
6B	Thu	10	Oct	15A	Thu	12	Dec	22B	Thu	13	Feb		Thu	16	Apr		Thu	11	Jun
6B	Fri	11	Oct	15A	Fri	13	Dec	22B	Fri	14	Feb		Fri	17	Apr		Fri	12	Jun
	Sat	12	Oct		Sat	14	Dec		Sat	15	Feb		Sat	18	Apr		Sat	13	Jun
	Sun	13	Oct		Sun	15	Dec		Sun	16	Feb		Sun	19	Apr		Sun	14	Jun
7A	Mon	14	Oct	16B	Mon	16	Dec	23A	Mon	17	Feb		Mon	20	Apr		Mon	15	Jun
7A	Tue	15	Oct	16B	Tue	17	Dec	23A	Tue	18	Feb		Tue	21	Apr		Tue	16	Jun
7A	Wed	16	Oct	16B	Wed	18	Dec	23A	Wed	19	Feb		Wed	22	Apr		Wed	17	Jun
7A	Thu	17	Oct	16B	Thu	19	Dec	23A	Thu	20	Feb		Thu	23	Apr		Thu	18	Jun
7A	Fri	18	Oct	16B	Fri	20	Dec	23A	Fri	21	Feb		Fri	24	Apr		Fri	19	Jun
	Sat	19	Oct		Sat	21	Dec		Sat	22	Feb		Sat	25	Apr		Sat	20	Jun
	Sun	20	Oct		Sun	22	Dec		Sun	23	Feb		Sun	26	Apr		Sun	21	Jun
8B	Mon	21	Oct		Mon	23	Dec		Mon	24	Feb	30B	Mon	27	Apr	38B	Mon	22	Jun
8B	Tue	22	Oct		Tue	24	Dec		Tue	25	Feb	30B	Tue	28	Apr	38B	Tue	23	Jun
8B	Wed	23	Oct		Wed	25	Dec		Wed	26	Feb	30B	Wed	29	Apr	38B	Wed	24	Jun
8B	Thu	24	Oct		Thu	26	Dec		Thu	27	Feb	30B	Thu	30	Apr	38B	Thu	25	Jun
8B	Fri	25	Oct		Fri	27	Dec		Fri	28	Feb	30B	Fri	1	May	38B	Fri	26	Jun
	Sat	26	Oct		Sat	28	Dec		Sat	29	Feb		Sat	2	May		Sat	27	Jun
	Sun	27	Oct		Sun	29	Dec		Sun	1	Mar		Sun	3	May		Sun	28	Jun
9A	Mon	28	Oct		Mon	30	Dec		Mon	2	Mar					39A	Mon	29	Jun
9A	Tue	29	Oct		Tue	31	Dec	24B	Tue	3	Mar					39A	Tue	30	Jun
9A	Wed	30	Oct		Wed	1	Jan	24B	Wed	4	Mar								
9A	Thu	31	Oct		Thu	2	Jan	24B	Thu	5	Mar								
9A	Fri	1	Nov		Fri	3	Jan	24B	Fri	6	Mar								
	Sat	2	Nov		Sat	4	Jan	24B	Sat	7	Mar								
	Sun	3	Nov		Sun	5	Jan	24B	Sun	8	Mar								



Timetable Structure

2019-2020

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Form Tutoring / Assembly	7:40-7:50 Form Tutoring all forms Assembly* Week A - Year 7 Week B - Year 6	7:40-7:50 Form Tutoring all forms Assembly* Week A - Year 5 Week B - Year 4	7:40-7:50 Form Tutoring all forms	7:40-7:50 Form Tutoring all forms Assembly* Week A - Year 3	7:40-7:50 Form Tutoring all forms Assembly* Week A - Year 2 Week B - Year 1
1	7:50-8:45	7:50-8:45	7:50-8:40	7:50-8:45	7:50-8:45
2	8:45-9:35	8:45-9:35	8:40-9:30	8:45-9:35	8:45-9:35
Break	9:35-9:55	9:35-9:55	9:30-9:50	9:35-9:55	9:35-9:55
3	9:55-10:45	9:55-10:45	9:50-10:40	9:55-10:45	9:55-10:45
4	10:45-11:35	10:45-11:35	10:40-11:30	10:45-11:35	10:45-11:35
Break	11:35-11:55	11:35-11:55	11:30-11:50	11:35-11:55	11:35-11:55
5	11:55-12:45	11:55-12:45	11:50-12:35	11:55-12:45	11:55-12:45
6	12:45-13:35	12:45-13:35	12:35-13:20	12:45-13:35	12:45-13:35
Afternoon Activities	14:10-15:30 Senior Boys Games ECA**	14:10-15:30 Senior Girls Games ECA**	13:30-14:15 Meetings	14:10-15:30 Junior Boys Games ECA**	14:10-15:30 Junior Girls Games ECA**

Notes: It is important to note that the school ends Monday, Tuesday, Thursday and Friday at 13:35 and on Wednesdays at 13:20

* The main difference from this year is the lengthening by 5 minutes of period 1 (every day, except Wednesdays) to 55 minutes. This will allow a short assembly to take place for individual year groups in the Hall, which will last up to 15 minutes (10 minutes of the registration period + 5 taken from period 1). If there is no assembly scheduled for a particular year group (normally every two weeks for each year), after the 10 minute registration period, students go straight to period 1 lessons.

** Extra-Curricular activities start at 14.10. Please refer to our website under the School section for a schedule of which activities are running on which days.



Book Purchasing 2019-2020

SOLONEION BOOK CENTRE-ΣΟΛΩΝΕΙΟΝ ΚΕΝΤΡΟΝ ΒΙΒΛΙΟΥ

Text books can be purchased from The Soloneion Book Centre. You are welcome to Soloneion's store to buy the books, any time convenient to you. Please keep in mind that the bookshop will be closed for the summer holidays from the **12th to the 18th of August.**

For any questions, please get in touch with Soloneion either by phone, email, Facebook or in person (details below).

For books provided by the Soloneion Book Centre:

Soloneion Book Centre

24 Vyzantiou Street

Strovolos

2064 Nicosia

Email: solonion@spidernet.com.cy

Facebook: [SOLONEION BOOK CENTRE-ΣΟΛΩΝΕΙΟΝ ΚΕΝΤΡΟΝ ΒΙΒΛΙΟΥ](#)

Tel: 22 666799

Sale of The English School Booklets and Exercise Books

Online purchases

Once the link for online purchases is ready, an email communication and a notification our website will be posted.

This allows you to place your orders in the comfort of your own home and pay with credit/debit card. Once your order is ready, you will be notified to pick it up from school. This will save you time and minimise waiting.

The English School booklets and exercise books

After the sales of this books at the School, our supplier PirntXpress has now set up shot in a mobile room near the basketball courts. Parents and students are welcome any missing booklets or extra exercise books from this area from 07:40 to 15:30.

For any assistance please contact:

For books provided by The English School:

Print Xpress

Mr. Argyris Andreou

Email: eschool.reprographics@englishschool.ac.cy

Tel: 22 799323 or 22877767

Booklists

Parents can find booklists by:

- a) Clicking [here](#). and downloading the lists
- b) Email the school secretary at Souzana.Anastasiou@englishschool.ac.cy requesting the booklist
- c) Obtain a copy from the Main Office





Policy on Student Celebrations

The School recognizes the role of celebrations as part of the normal fun of being at school. Such celebrations may include (but not be limited to) occasions that mark the beginning and end of the school year for those in their final year of school.

The School welcomes celebrations of many kinds but requires that all celebrations comply with the School's mission statement of promoting academic excellence '*...in a safe and caring environment.*'

The School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the School community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender and individual needs.

The School motto is 'non sibi sed scholae' which means that students should be proud to be a member of the School and put the School community and other people before their own needs.'

All celebrations should therefore comply with the above requirements.

This means that the following behaviour, for example, is not acceptable as part of celebrations or at any other time.

- Language or behaviour which is improper, or disrespectful to other students, staff and any other members of the School community or members of the public.
- Graffiti of any kind
- Damage to, or improper use of, school property or equipment
- Use of alcohol or tobacco
- Use of firecrackers or other dangerous substances

The above list is not exhaustive. If the School feels that student celebrations have violated the terms of its regulations, policies and mission statement, it will take severe and appropriate disciplinary action against individuals or groups who have been responsible for such behaviour.

Students should be aware that, where possible, the School will only punish those individuals who have been responsible for bad behaviour. However, in cases in which it is difficult to identify which English School individuals have been responsible e.g. When there is unacceptable behaviour at night, or by those wearing masks, students should expect that their entire year group may receive exceptional, extreme and serious disciplinary consequences of inappropriate actions.

Such measures may include, but not limited to:

- Expulsion from the School (meaning denial of future assistance with higher education applications)
- Cancellation of celebratory events, e.g. Graduation Ceremony
- Writing to inform universities from which students have received offers regarding the student's behaviour

It is thus the duty of all students, and their parents, in a given year group to take every reasonable measure to ensure that the behaviour of all members of that year group is in keeping with the School's regulations, policies and mission statement.



Assessment

Methods of Assessment

Assessment takes place to provide useful and reliable information for all involved, students, teachers and parents, about what a student has learnt. At The English School, we aim to track students' progress through a rigorous system of formative and summative assessment. This information arising from assessment supports judgements about how teaching and learning should be planned in the future. Assessment, therefore, lies at the heart of the process of working with the students and acts as a diagnostic tool to support their next steps.

Formative Assessment

This is used by teachers to evaluate students' knowledge, understanding and skills on a day-to-day basis. We believe that formative assessment is an integral part of teaching and learning and that classroom assessment can inform future teaching and learning. Formative assessment follows agreed processes that aim to address students' individual needs and enable them to fulfil their potential.

These processes include:

- Everyday use of learning objectives in all lessons to ensure that students are aware of what they are learning. All tests and assessments closely correspond to the learning objectives identified.
- Use of success and assessment criteria that will enable students to understand what they need to do in order to improve their performance.
- Oral questioning to check that students understand and can use ideas, concepts and skills being taught and that they have retained key facts. Both open and closed questions are used with emphasis placed on the former.
- The responsibility of teachers to record marks and make them available for the Head of Department by uploading them on the Assessment Manager on SIMS.
- Use of the lesson objectives and success criteria by students to assess their own work and that of their peers.
- Use of a variety of different forms of classwork and homework tasks that will provide information to teachers about students' progress.
- Use of differentiated tasks and processes in the classroom to address the different needs of students.

- Recall of previous learning in all lessons to establish where students are and, therefore, build a link between previous learning and the lesson.
- Use of a plenary at the end and/or in the middle of the lesson to enable students to communicate their learning and link to lesson objectives.
- Formative feedback given to students that is constructive and positive, explaining strengths and areas in which further progress should be achieved and offering specific guidance for improvement.

All teachers will record formative assessment marks on the Assessment Manager on SIMS. These marks relate to class participation, homework assignments, short tests and impromptu quizzes and/or any other task decided by departments. All departments make a decision about the weightings of the components of formative assessment. Overall, students' end-of-term grade will be based on a 60:40 combination of their Common Assessments and formative assessments.

Summative Assessment

(Common Assessments and internal, end-of-year and mock examinations)

Years 1-3 will take a number of agreed common assessments throughout the year; the number of common assessments per subject will be decided on the number of periods allocated to each subject. Students will also sit internal, end-of-year examinations in June. Both parents and students are able to access on the school website the common assessment schedule for each Year group in September of each academic year.

Year 4 students will take five common assessments in each subject they are studying, both compulsory and optional.

Year 5 students will take four common assessments in all their subjects. Parents and students will have access to the common assessment schedule for their Year group on the school website. Year 4 students will also sit internal, end-of-year examinations in June whilst Year 5 students will sit the external examinations at the end of the year. Year 5 students will also sit internal mock examinations in January in all subjects. Year 4 students will sit mock examinations in Greek, Turkish and Maths in February/March.

Years 6-7 will take six common assessments per subject during the year and students will sit at the end of the year the external examinations. In Year 6, the students sit the AS examinations and in Year 7 they take the AL exams. Both Year 6 and 7 students take internal, mock examinations end of February-beginning of March, usually right after the second half-term. Students and parents will be able to access the common assessment schedule on the school website. Common assessments are weighed 60% of the total mark for reporting in termly progress reports.

The School has a policy for students who are absent for a Common Assessment or do not submit their CA on time.

All Common assessments will identify the following:

- The topic(s) to be assessed, indicated in the title
- The week and date of the assessment
- The length and format of the test
- Clear instructions to students
- Any supporting resources or links that would help students prepare for the common assessment; teachers can upload relevant information on Teams
- Effective in-school common assessments enable:
 - The School to have a consistent and reliable approach to assessment
 - Heads of Department and Heads of Year to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers and form tutors to ensure pupils are supported to achieve sufficient progress and attainment
 - Teachers to evaluate learning at the end of a unit or period and if needed, adjust their teaching accordingly
 - Teachers and form tutors to set targets with every student against a baseline (see below)
 - Pupils to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve.
 - Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.
 - Collaboration within departments in using the assessment data to identify students that need help, students that need greater challenges and above all, to enable teachers to share good practices.
 - Students to familiarise themselves with the format and standard of exam papers as many common assessments will be based on exam-style questions



Rewards and Sanctions Policy

The English School expects the highest standards of behaviour in school. We believe that the rights of all members of the school community are paramount and that good behaviour is a reflection of a respectful and well-ordered school environment.

We expect students to behave sensibly in and out of class, to behave with respect towards all members of the School's community, to carry out all academic work in an honest and responsible way, to be on time for class and to be properly dressed for school. When a student fails to maintain the standards we expect of him/her in The English School, inevitably sanctions or punishments will be imposed.

On the other hand, we also want to celebrate good academic work, high levels of achievement, excellent attitudes, in and out of the classroom. If a student performs well at school, s/he should expect to be recognised for his/her hard work and levels of achievement and success. This is something we wish to focus on, as the aim of every member of the School community, for each student to fulfil his/her potential.

For the above reasons, and to ensure we are able to accurately record all behaviour and achievements at school, we are making use of the school's information management system to monitor the progress of all students. This means that good effort, high levels of achievement, excellent homework assignments, etc. will be rewarded through a points system. Each student will be able to accumulate points based on their positive attitudes and academic successes. Teachers will have the ability to reward students with Achievement points and to fill in more detailed reports on their successes. The more points a student gains, the more favourable the picture that develops of that student as a learner and as a member of the School. And the more points collected means the better the chances of receiving real recognition through rewards.

On the other hand, poor behaviour or a failure to abide by the School's Code of Conduct will lead to the issuing of Behaviour Points, which are a negative reflection of attitudes and conduct in school. These, of course, will be accompanied by other punishments (see the Code of Conduct). Any Behaviour points will subtract from the positive Achievement points collected. Achievement and Behaviour points will be accumulated and recorded on the school's Student Information Management System (SIMS).

Note:

1. Staff will not give Behaviour points to an entire class.
2. Staff will not erase behaviour points unless they are certain an error has been made. **Heads of Year will be informed in such cases.**

For Behaviour points the following will apply:

- In any academic year, if 10 points are accumulated, a SIMS notification, will be forwarded to the parents by the Form Tutor warning that behaviour must be rectified to avoid further sanctions over and above those already imposed.
- If 15 points are accumulated, the Form Tutor will issue one behaviour point and a School detention. Parents will receive an InTouch email by the Form Tutor.
- If 20 Behaviour points are accumulated, parents will be called in for an appointment with the Head of Year.
- Once 25 points are reached, there will be an automatic one-day suspension. Parents will be notified in writing, with a letter sent from Head of Year.

Form Tutors will monitor their students and keep the relevant Head of Year up-to-date.

Further deterioration in the points total for Behaviour (30 points) will lead to more serious sanctions including a 2-day suspension. This will be imposed by the Head of Year.

This may be served as an internal suspension. Depending on the seriousness of each case, if a student continues to exhibit poor behaviour, this may lead to permanent exclusion.

The School believes in recognising achievement, whether it be academic, sporting, extra-curricular or otherwise.



For Achievement Points, the following will apply:

- Bronze Award: 15 to 30 Achievement Points
- Silver Award: 31 to 80 Achievement Points
- Gold Award: +81 Achievement

Please see below the list of points available for Achievements and Behaviour:

Achievement:		Behaviour:	
Academic achievement	2	Aggressive behaviour	2
Academic improvement	4	Cheating in a test	2
An independent learner	3	Copying work from a classmate	1
Excellent class participation	2	Damage to property	3
Excellent Effort	2	Disruptive behaviour	1
Exhibited critical thinking skills	2	Inadequate work	1
Extremely well organised	1	Insolent to teacher	2
Good Oral work	2	No equipment/books brought to class	1
Good Peer Support	2	No homework handed in	1
Good performance in Afternoon games	1	Out of uniform/poor appearance/unshaven	1
Good Performance in PE	1	Persistent lateness to school/lessons	1
Good Written work	2	Persistently out of uniform	1
Outstanding work	2	Plagiarism for coursework or major assignments	2
Participation in House team	2	Smoking/possession of smoking materials	3
Participation in School Parade team	5	Truancy (from School/lessons/Games)	3
Participation in School team	4	Using a mobile phone in class	1
Positive behaviour	2		
Positive contribution in class	2		
Positive contribution to school	5		
Positive Contribution to the community	5		
Superb performance in assessment	2		
Very good test performance	2		

Other categories may be added in the course of the year or come under 'Other'.



Anti-Bullying Policy

1.1 Extract from School Mission Statement:

“The English School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. The School aims to provide an opportunity for all students regardless of sex, age or creed to develop their talents and skills to the full, and encourages an awareness and tolerance of varying aesthetic, cultural, traditional and religious values within today’s increasingly pluralistic and multicultural society. It is the duty of all members of staff to help their students to accept and respect other people’s individuality and to offer positive role models in support of ethnicity, gender, religion and special needs.”

1.2 Anti-Bullying Policy Statement

The English School’s Anti-Bullying Policy reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

1.3 What is Bullying?

Bullying can be defined as behaviour by an individual or group, usually repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it. *Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.*

2. Aims of this policy

- To prevent, reduce and eradicate bullying in any form. This includes bullying related to race/ethnicity, religion and culture, sexism, sexual orientation, socio-economic group, special educational needs, disability, appearance and health conditions.
- To have a consistent approach for dealing with incidents of bullying.
- To ensure that all students, staff and parents are aware of this policy and their responsibilities and obligations to uphold it.
- To create a safe and secure environment for all, where positive relationships can develop.
- To protect the targets of bullying and to change the attitude and the behaviour of the persons who bully.
- To empower students to take responsible action in response to bullying.

2.1 Bullying may include any of the following:

- Physical violence, such as hitting, pushing or spitting at another student;
- Interfering with another student’s property, by stealing hiding or damaging it;
- Using offensive or discriminatory language or names when addressing another student;

- Taunting, mocking or spreading hurtful or untruthful rumours about another student or his / her family;
- Belittling another student's abilities and achievements;
- Writing offensive notes or graffiti about another student;
- Deliberately excluding people from groups;
- Consistently ignoring / isolating another student in/ outside the class;
- Ridiculing another student's appearance, way of speaking or personal mannerisms;
- Disrespecting or taking discriminatory actions against a person's cultural or religious identity.
- Cyber bullying

2.2 Types of bullying

CYBERBULLYING

Bullying includes the use of ICT, particularly using mobile phones for 'sexting', where sexually inappropriate mobile phone images of one person are used by another person to upset, demean, harass or isolate the person in the image. Cyberbullying also includes posting abusive or demeaning comments on social networking sites to cause offence or to isolate or exclude someone.

More specifically, it can include:

- inappropriate text messaging and emailing;
- sending offensive images or videos posted on the internet or spread via mobile phone or electronic device;
- posting offensive / inappropriate or discriminatory text on instant messenger sites or social network sites e.g. MSN, Facebook, Twitter.
- threats and intimidation;
- harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages);
- defamation;
- exclusion or peer rejection;
- impersonation or manipulation;
- unauthorised publication of private information or images

RACIST & RELIGIOUS BULLYING

Racist and Religious bullying includes making any demeaning or insulting reference to a person's race, religion, nationality or ethnicity. Any reference designed to highlight the difference between one person's set of beliefs and cultural practices and those of a larger group could be interpreted as racist bullying.

HOMOPHOBIC BULLYING

Homophobic bullying includes making any insulting or demeaning reference or innuendo to a person's sexuality or sexual identity, which is designed to isolate, harass or exclude that person.

SEXUAL & SEXIST BULLYING

Sexual bullying includes using offensive, hurtful or derogatory terms to describe another person, with reference to a judgement that someone has made about their sexuality or sexual activity. Any terms which are deemed offensive and which are aimed at another person constitute sexual bullying. Displaying sexual or pornographic images on mobile phones, computers or any other electronic device, with intent to insult, demean or harass someone else, would constitute sexual bullying. Sexual bullying also includes any unwanted physical contact, or any coercion in a sexual act.

The punishments for anyone involved in any bullying are the same as for any other serious misdemeanour including sanctions as outlined in the Code of Conduct for students, as well as suspension, or ultimately permanent exclusion.

3. Standards

Our school accepts that any form of bullying is unacceptable and recognises the harmful effects it has on students. We will actively work to minimise all risks whilst realising that both the targets of bullying and the perpetrators need to be treated in a supportive manner. We recognise that bullying is likely to have a harmful effect on a student's performance and emotional health.

We are aware that a great deal of bullying takes place outside the school premises, and on journeys to and from school. The school has the authority to regulate, where it is reasonable to do so, the behaviour of their students outside school especially in cases where their behaviour is damaging the learning or emotional/ physical health of other students or bringing their school into disrepute. This is consistent with the School Code of Conduct.

4. Preventative steps

The school will endeavour to establish the following steps/ measures in order to create and implement a bully free ethos:

- Effective school leadership team which promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy.
- A code of conduct which include student's responsibilities and the sanctions to be applied in the case of transgression.
- A full and agreed procedure for staff, students and parents to follow when responding to any incident where bullying or discriminatory behaviour is involved
- Agreed documentation to ensure that students, staff and parents are aware of all responsibilities.
- An identified person or persons trained and empowered to coordinate and continually monitor policy and incidents.

- Provision of appropriate support, counselling and advice for targets of bullying and perpetrators/offenders involved in bullying and/or discriminatory behaviour.
- Use of curriculum opportunities to raise awareness of and tackle bullying: in the form of timetabled PSHE lessons or Citizenship where Bullying is a designated topic.
- Engaging students in developing anti-bullying policy and practice.
- Professional development - to ensure that appropriately targeted information or professional training and development, including information on legal responsibilities is available for all staff.
- Effective classroom management that isolates and recognises such anti-social behaviour.
- A Pastoral structure in order to provide full support for students, through class tutors and Heads of Year.

5. Individual responsibilities

It is important that all parties recognise the difficulties that can be encountered in implementing the Anti-Bullying policy. With this in mind the following procedures have been agreed and will be implemented.

5.1 The Responsibilities of staff

All Staff will:

- Consistently monitor behaviour of all students in their care.
- Foster in all our students' self-esteem, self-respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied and take what they say seriously.
- Report cases of bullying in accordance with specific procedures.
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action that has been taken.
- Adhere and promote the school's Anti-Bullying Policy/procedures
- Ensure they seek/undertake regular Training on Anti-Bullying Practice.

5.2 The Responsibilities of students

We expect all our students to:

- Report to a member of staff any witnessed or suspected instances of bullying. (You may ask a friend or parent to assist you or accompany you)

- Act in a respectful and supportive manner to fellow students and staff in order to promote a safe environment for all.
- Intervene, if you can, to prevent the bullying from taking place, as long as your own safety is not at risk.
- Adhere and promote the schools Anti-Bullying Policy/procedures.

Anyone who becomes a target or victim of bullying should:

- Not suffer in silence, but have the courage to speak out and put an end to their bullying and that of other potential targets of bullying.

Anyone who engages in bullying behaviour should:

- Be aware that sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- Be prepared to learn to behave in ways which do not cause harm in future, by being given the opportunity to develop their emotional skills and knowledge.
- Be prepared to learn how they can take steps to repair the harm they have caused.

5.3 The Responsibilities of parents

We expect our parents to support their children and the school by:

- Being clear that the school does not tolerate bullying.
- Being aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the School's complaints procedure.
- Being alert for signs of distress and other possible indications of bullying.
- Advising their children to report any bullying to any member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate to any form of bullying.
- Being sympathetic and supportive to their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying even if their children are not involved.
- Co-operating with the school, if their children are involved or accused of bullying. Trying to ascertain the truth, and to point out the implications of bullying both for the children who are bullied and for the perpetrators.
- Being clear about ways in which they can complement the school on the anti-bullying policy or procedures.

5.4 The responsibilities of the School

- To develop whole-school policies which meet the law.

- To promote a school climate where bullying is not tolerated and cannot flourish.
- To continually monitor and review this policy document to ensure that the contents reflect current and recommended practice.
- To provide curriculum opportunities to address bullying through the use of timetabled PSHE Lessons or Citizenship where bullying is a designated topic or/and by engaging in whole-school initiatives such as an Anti-bullying week.
- To ensure that there is regular staff training, including for new staff, are staff are fully aware of the School's Anti-Bullying Policy and confident with regards to their own responsibilities and the actions required in helping to eradicate all forms of bullying and discriminatory behaviour.
- To work in partnership with parents, other schools and community partners to promote safe communities.

5.5 The Responsibilities of all

In accordance with the principles stated in our principle statement, we expect everyone to work together to combat bullying.

6. Procedure for reporting alleged incidents of bullying

Any person can report an Incident of Bullying/ Discrimination/ Harassment. This includes students, staff and parents. One should report an incident of bullying even if they are not themselves the targets of the bullying.

There are a number of ways in which an incident of bullying can be reported:

- Inform any **Teacher, Form Tutor, Head of year or Assistant Head** about the incident who will offer support, and who will complete an Incident Report Form.
- Place a note in the Anti Bully Box placed outside the offices of the Assistant Heads i/c Pastoral Care.
- Write an email and send to the following email address: reportbullying@englishschool.ac.cy
- Students can also turn to:
 - A friend
 - A responsible older boy or girl (or a member of the School council, Head Boy or Head Girl)
 - Parents

When reporting an alleged Incident of bullying it is important that all students, staff and parents are aware that their confidentiality will be respected and that their name need not be disclosed to a third party. An investigation can be conducted without disclosing to the alleged offender the identity of the person reporting the alleged incident.

6.1 Retaliation

Retaliation or reprisal against any person who reports bullying incident(s) is strictly prohibited.

Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment used against a person who reports incidents of bullying in good faith.

Disciplinary action against any person who retaliates or engages in reprisal for reporting such behaviour(s) may include sanctions up to and including suspension/permanent exclusion for students.

6.2 False Reporting

Students should not knowingly or wilfully falsely accuse one another of bullying. Disciplinary action could include suspension/permanent exclusion for students if they are found to have intentionally and knowingly made false reports.

7. Procedure for Investigating Alleged Incidents of Bullying/Discrimination

- Once the incident has been reported and the Incident Report Form completed, an Investigation will proceed. The Investigation will be undertaken by one or more of the following persons:
 - 1) An Assistant Head
 - 2) A Head of Year
 - 3) Form Tutor / Teacher
- The target of the bullying is interviewed first and an Incident Report Form is completed. *An Incident Report Form should be completed for each individual alleged victim.* If the target agrees, an Investigation will proceed.
- The alleged offender and the witnesses will all be interviewed separately.
- An **Investigation Report** will be completed on the basis of the Interviews and forwarded to the Assistant Head i/c Pastoral Care
- If the investigation concludes that bullying has taken place sanctions may be taken against the offender and/or other actions implemented to change the attitude and behaviour of the persons involved in bullying/ discrimination.
- For students these sanctions must be appropriate to the seriousness of the incident(s) and may include suspension and/or permanent exclusion or other disciplinary measures.

8. Actions and Sanctions if Investigation shows that Bullying has taken place.

If disciplinary measures are required, the appropriate sanctions will be imposed in line with the School's Code of Conduct and Behaviour Policy, depending on the seriousness of the individual case: The offender may be required to undertake counselling.

8.1 Actions supporting the Offender

- Normally, the Head of Year will communicate the victim's feelings to the offender. This will involve talking about what happened, discovering why they had become involved in order to get rid of the prejudiced attitudes as far as possible.
- The offender will be expected to apologise and to take action in accordance with the principle of restorative justice.

- The offender will be requested to undertake counselling in more serious cases.
- The offender may be asked to undertake a specific work assignment or community service assignment.
- The offender will be informed that there will be follow up action taken in the near future.
- Other steps may include participation in a peer mentoring programme.

8.2 Actions Supporting the Target of Bullying

- Targets of bullying should be offered an immediate opportunity to talk about the experience with their Form Teacher, Teacher, Head of Year or an Assistant Head.
- Their parents/guardians should always be informed in situations where the bullying incident is deemed to be more serious.
- They should be offered continued support and there should be follow up two weeks later to ensure that there is no reoccurrence of the bullying. There should be additional follow up two to three months later to verify that the actions/sanctions have prevented the reoccurrence of bullying and ensured that the student feels safe.
- They can be offered support from other students via peer mentoring.
- Counselling may be recommended or provided.

9. Links with other Policies

This policy should be implemented in conjunction with the following policies:

- Behavioural Policy
- Code of Conduct
- E-safety
- Child Safeguarding and Child Protection





Attendance Policy

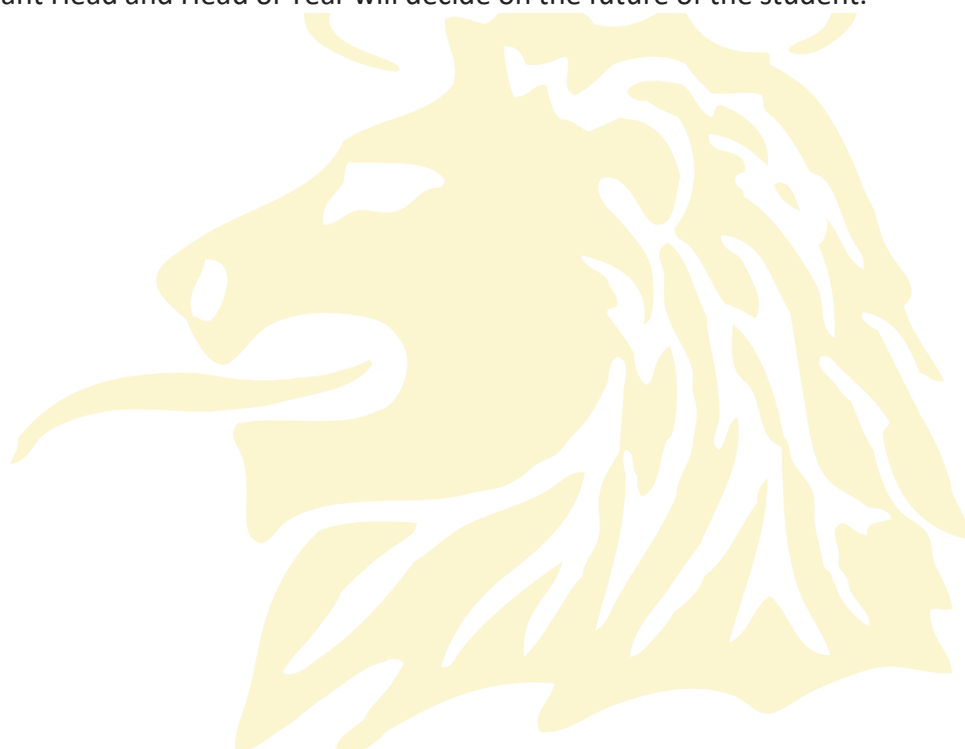
Introduction

All students are expected to attend school regularly. Absence from school must be avoided as much as possible. It is vital that students are in school to attend their classes or (in the case of seniors) to be in supervised study periods). Research shows that absence from school will have a detrimental impact on student achievement. It is the responsibility of every student (and their parent/guardian) to ensure they avoid unnecessary absenteeism so as not to face any negative consequences. Attendance to lessons can be monitored by parents on the Parental Portal.

Lateness to school:

- 2 or more lates to school in a **week** that is to say, **late to Form Period (Code T) AND/OR absence from whole Form Period (code N)**: Automatic detention (this applies for the whole school) + 1 behaviour point, to be issued by the Form Tutors.
- In the same term, a repeat of the above: a second detention and a warning letter to parents + 1 behaviour point. Form Tutor writes the letter/email and records on SIMS.
- If a student continues to be late to school for no good reason, the Form Tutors consult with the Head of Year who will call the parents and warn that the child may face suspended (internal) exclusion if s/he cannot get into school for in time.

If there is no improvement, the next step will be an internal exclusion – placed on their school record. Continual lateness will lead to home suspension and meetings with parents with the involvement of the Headmaster, who with Assistant Head and Head of Year will decide on the future of the student.



Late to lesson:

- The 5-minute grace period still applies for lessons starting after Assembly/Mentoring period and between lessons to allow for travel time across campus.
- The 5-minute grace period does NOT apply after Breaks. There are two bells. By the ring of the second bell, students and staff should be in classes after Breaks.

If a student is recorded as unjustifiably late to any period 3 times in a week, s/he will receive 1 behaviour point, a detention + parents will be informed by email. A repetition of such behaviour in a term will incur a second detention, a warning of more serious consequences and a behaviour point. A third occurrence: Internal suspension and a letter home.

In all cases above, consequences may include other unspecified sets of sanctions.

NOTE: An Internal Suspension is equivalent to a home suspension. If a student is suspended from school internally, s/he will sit in the Library, or any other room the Head of Year decides to use, from 07:40 to 13:35pm with two breaks at different times from the rest of the school. Work will be set by his or her class teachers for that day. Any suspension is to be viewed as a serious sanction. Repeated suspensions in a single school year can put a student's future at the school at risk.

Absences:

Absence notes must be followed up by Form Tutors. Heads of Year will monitor their own Form Tutors to ensure any absences from school are accounted for. All absence notes will be filed by the Main Office. It must be made clear to all students that ANY absence from school must be followed by a note from home or the doctor. For absences that are planned, students normally need to obtain permission from an Assistant Head and/or Headmaster.

Any suspected truancy (including from Games) will be investigated by the class teacher. If it appears that a student has indeed truanted, 3 Behaviour Points will be issued by the class teacher + a detention and a report should be made to the Head of Year via email. The Head of Year with the Assistant Head may take appropriate further action depending on the case and circumstances.

FOR YEARS 6-7 ONLY:

Students in Years 6 and 7 must be reminded that punctuality and regular attendance at school are essential for students to achieve the highest results at A Level.

We regard students in Years 6 and 7 as being responsible for being punctual to school and for regular attendance.

We expect students to be in Form Period by 7.40am.

Lateness to School 2 or more times in a week will result in a behaviour point being imposed by the Form Tutor.

We expect regular attendance

Levels of attendance to class:

95% = Outstanding (To be met by majority of students)

90-95% = Very Good

85-90% = Minimum acceptable

Less than 85% = A cause for concern

The level of attendance of all students will be closely monitored. When a student's level of attendance begins to show indications that he or she is failing to attend regularly, the following steps will be taken:

Years 1-6

By October, half Term: A student whose % attendance falls below 95%: The Form Tutor will send a letter to parents with a warning. The student will also meet with Form Tutor.

By end of November: If levels of attendance have not improved, parents and student attend a meeting with the Head of Year (and Assistant Head). A set of expectations will be communicated regarding attendance with clearly stated targets. This will be communicated in writing as well.

By the end of Term 1: If a student's % attendance lies below 90%, this will be seen as a case of serious concern. Parents will be warned that *any further deterioration* will result in any of the following outcomes:

- For Years 1-6, no promotion to the following academic year; the student will be required to repeat the Year, regardless of the academic level of the child.
- May not be permitted to participate in a school event.
- May not be permitted to participate in a School trip, both locally and overseas.
- For Year 6 students, UCAS applications will reflect the level of absence as being unsatisfactory. If a university or UCAS application whether in the UK or another country has already been submitted, the School reserves the right to inform the universities that have been applied to or where offers have been received regarding the unsatisfactory level of attendance of a candidate.
- Suspension from School.
- In extreme circumstances, parents may be asked to withdraw their child from the School.

Year 7:

This being the graduating year for students in our school, it is of the utmost importance that students are in attendance at all times. This includes all A Level classes, other courses and study time. Students are expected to be on site and in timetabled rooms. Attendance will be monitored closely. It is also understood that some Year 7 students may attend university interviews overseas (up to three days) or may require one-day absence from school to sit a university entrance test (LNAT, UKCAT etc.). The following will apply if attendance levels are a cause for concern:

By October half Term: Any Year 7 student whose % attendance has fallen below 85%: A letter to parents from the Head of Year with a warning. The student will also meet with Head of Year.

By end of November: If levels of attendance have not improved, parents and student attend a meeting with the Head of Year (and Assistant Head). A set of expectations will be communicated regarding attendance with clearly stated targets. This will be communicated in writing as well.

By the end of term 1, if the level of attendance has dropped below 85% overall, this will be viewed as a serious case of concern. The following outcomes may result:

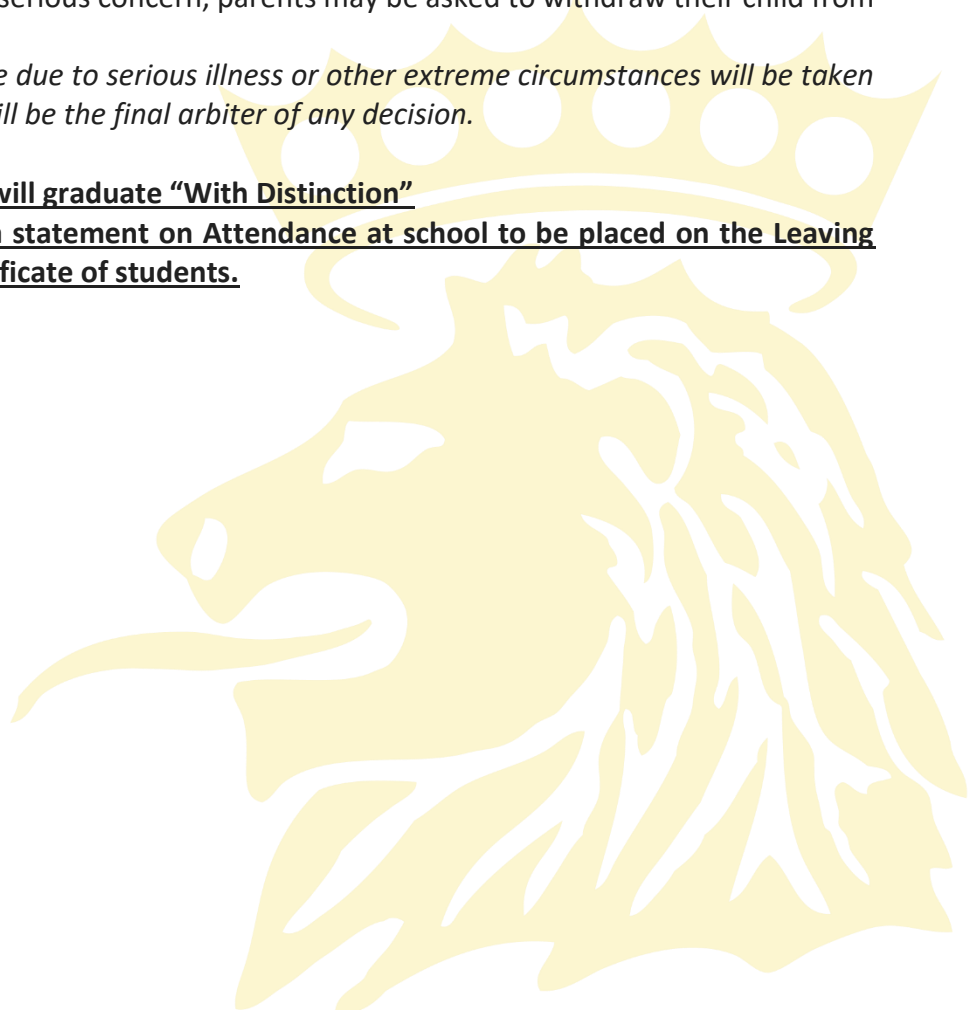
1. Suspension from School.
2. May not be permitted to participate in a school event.
3. May not be permitted to participate in a School trip, both locally and overseas.
4. If a university or UCAS application whether in the UK or another country has been submitted, the School reserves the right to inform the universities that have been applied to, or where offers have been received, regarding the unsatisfactory level of attendance of a candidate.
5. The Leaving certificate and Graduation certificate will clearly state that the level of attendance has been unsatisfactory.
6. The student may not be permitted to attend the Graduation Ceremony.

If attendance continues to be of serious concern, parents may be asked to withdraw their child from the School at any time.

Note: Absenteeism which may be due to serious illness or other extreme circumstances will be taken into account. The Headmaster will be the final arbiter of any decision.

Students with 95% attendance will graduate “With Distinction”

We reserve the right to issue a statement on Attendance at school to be placed on the Leaving Certificate and Graduation Certificate of students.



Procedure for signing out of school

1) If you are leaving school for a long period of time e.g. Holiday abroad, accompanying a parent abroad etc. Parents need to write a letter to the Headmaster and the relevant Assistant Head: Ms Elena Ignatiou (Lower School, Years 1-3), Ms Anne-Marie Tellalis (Middle School, Years 4-5) or Mr Yiannis Georgiou (Upper School, Years 6-7) two weeks in advance to request permission.

2) If need to leave school early for ANY reason e.g driving exam, specialist appointment that cannot be arranged at any other time, Parents need to write and sign a letter requesting your early departure. During break you need to complete the sign out form (green form) found in Main office or the SMT Administration Assistant office (Mobile Office 5). The Sign Out Form accompanied by the letter from home need to be approved by any Senior Leader (Headmaster, Assistant Heads: Ms Ursula Pantelides, Ms Popi Grouta, Mr Yiannis Georgiou, Ms Anne-Marie Tellalis or Ms Elena Ignatiou). After approval, The Main Office Assistant or SMT Administration Assistant will be calling your parents to confirm who will pick you up and at what time.

3) If you are feeling unwell, you are advised to stay home and rest. This will ensure your best recovery and respect others by avoiding cross contamination.

4) GAMES are part of your school curriculum and it is mandatory to attend. On these days, the school day ends at 15:30pm. Games attendance is included in the overall attendance statistic.

The school policy clearly states, if you are well enough to stay during all your lessons, then you must stay for afternoon games. There is a non-physical activity for those unable to be physically active. Even if you have a medical note or parent's letter, not to participate in sports activities you are not authorized to sign out.

Non-physical activity: at 14:10pm or earlier and upon your arrival at the sports centre ALL non-physically active students, need to gather near the office for attendance and further instructions will be given.

5) If you are feeling unwell and you cannot participate in afternoon games you need to see the nurse before 1.30pm.

6) Only medical emergencies will be able to sign-out from school e.g. fever, trauma acquiring immediate medical support.

Students must see the nurse first who will sign them out after speaking to the parents. Under no-circumstance should a student call the parent directly to collect them from school. This will be seen as truancy.

Important reminders

1) All unauthorised sign-outs and absence from afternoon games will be recorded as an unauthorised absence and three (3) behaviour points will be imposed, with possible further sanctions

2) Do not arrange any appointments during afternoon games unless it is a medical emergency. If there is a medical emergency, a doctor's note stating the emergency reason and time of your visit should be submitted to the school by the following day. Notes arriving later will not be accepted.

3) Medical Reports and Parents' Letters:

Should state the condition, symptoms and treatment, if immediate rest is required this should be stated on the report.

4) For those who have a medical reason not to be physically active you are not to sign out; you will attend the non-physical option unless there is a written request for rest after school signed by the doctors or parents.

5) Upon arrival at the nursing station, inform the nurse you are outside (time of your arrival and departure will be noted on your permission slip)

6) During lessons ONLY if there is an emergency should you visit the nurse.

7) If you have a parent/medical note to submit, do this during breaks otherwise this will not be accepted.

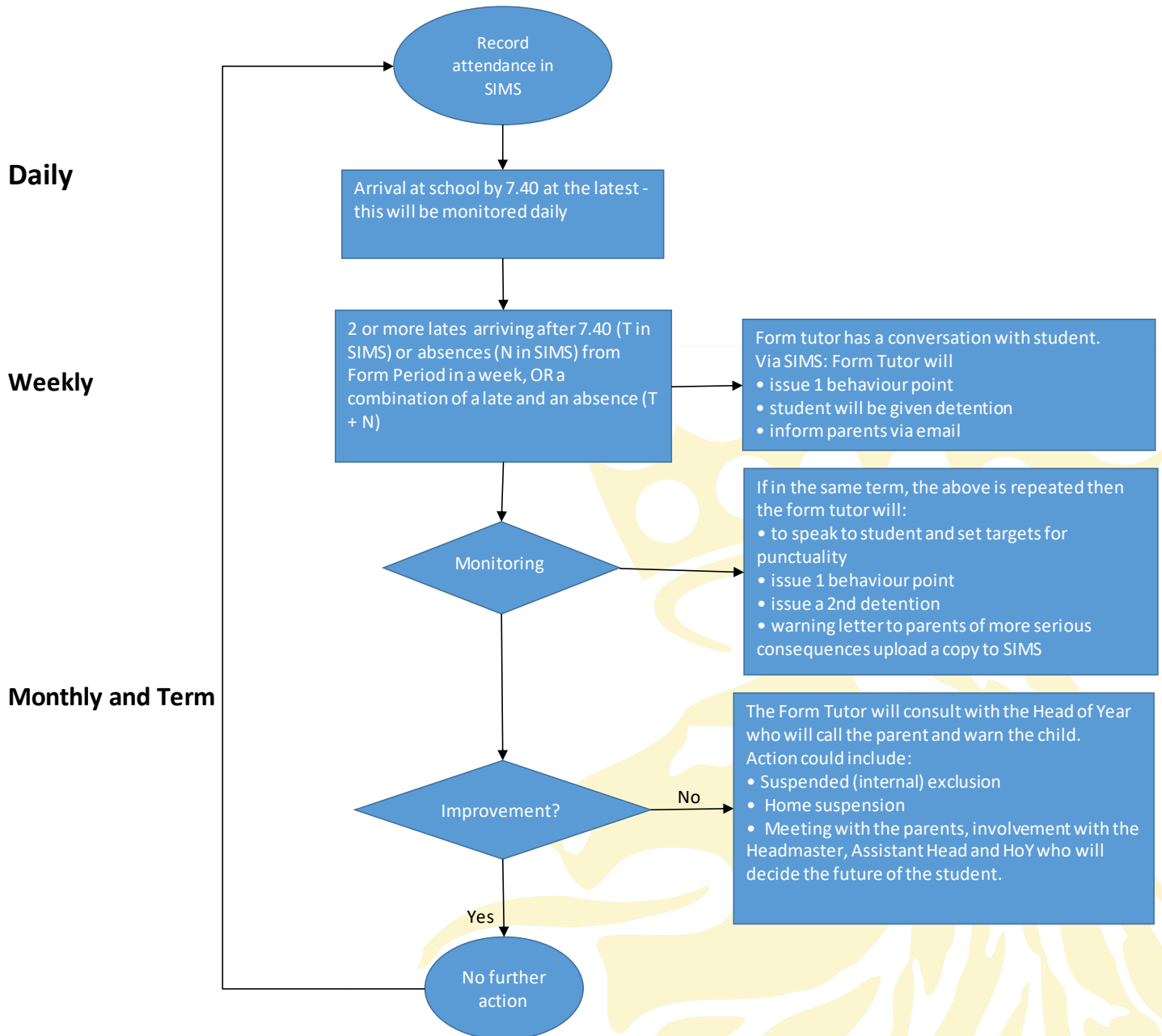
Parents will be contacted by the nurse (for medical reasons), or admin staff as outlined above to collect their children.





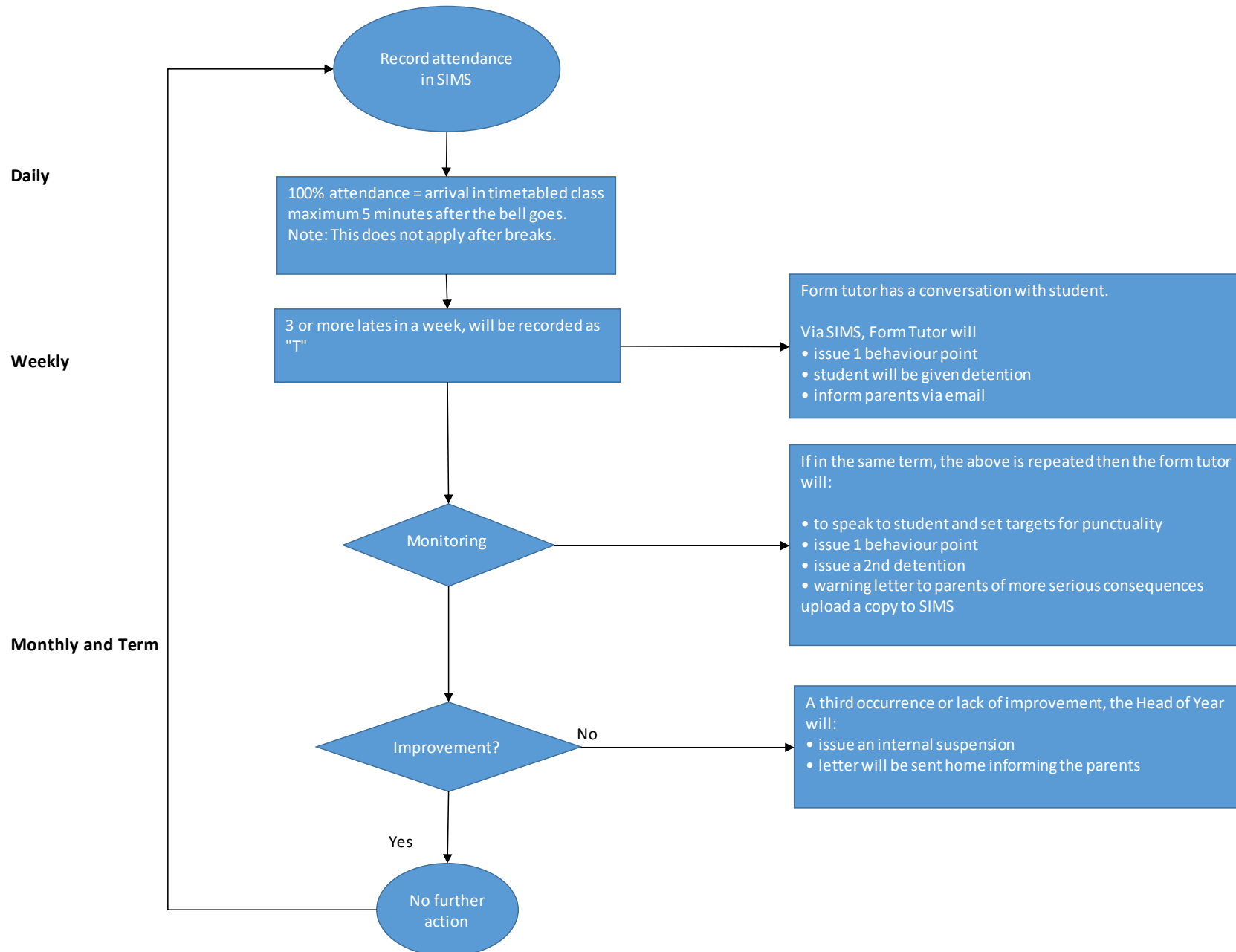
Attendance - Lateness to school in the morning
(To be followed for all students)

Late arrival in the morning
(SIMS Session Attendance)





**Punctuality / Attendance : Lateness to Lessons
(To be followed for all students)**





Punctuality / Attendance: Attendance in School for Years 1-6

(SIMS Lesson Attendance)

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Daily

Minimum of 95% Lesson attendance is expected

100% attendance = attendance to Form Period and lessons

By
October
Half-term

if attendance is less than 95%

- Form Tutor will forward a letter to parents with a warning
- Student will meet with the Form Tutor and set attendance targets

By
end of
November

Improvement?

No

- Parent and student meet with HoY and or Assistant Head whereby the following will be communicated:
- Expectations
 - Set targets for improvement
- HoY will communicate everything agreed in writing

Yes

Continue monitoring by FT

By
end of
Term 1

Attendance lower than 90%?

Yes

Parents and student should meet with the HoY whereby new targets will be set with will be monitored by HoY.

No

No further action

No

Further deterioration?

Yes

By
Feb Half-term

- Will be seen as a case of serious concern. Parents will be warned by HoY that further deterioration will result in the following:
- No promotion to the following academic year, regardless of the academic level of the child;
 - May not be permitted to participate in a school event
 - May not be permitted to participate in a School trip, both locally and overseas.
 - Suspension from School
 - In extreme circumstances, parents may be asked to withdraw their child from the School
 - For Year 6 students, UCAS application will reflect the level of attendance being unsatisfactory



Punctuality / Attendance: Attendance in School for Year 7

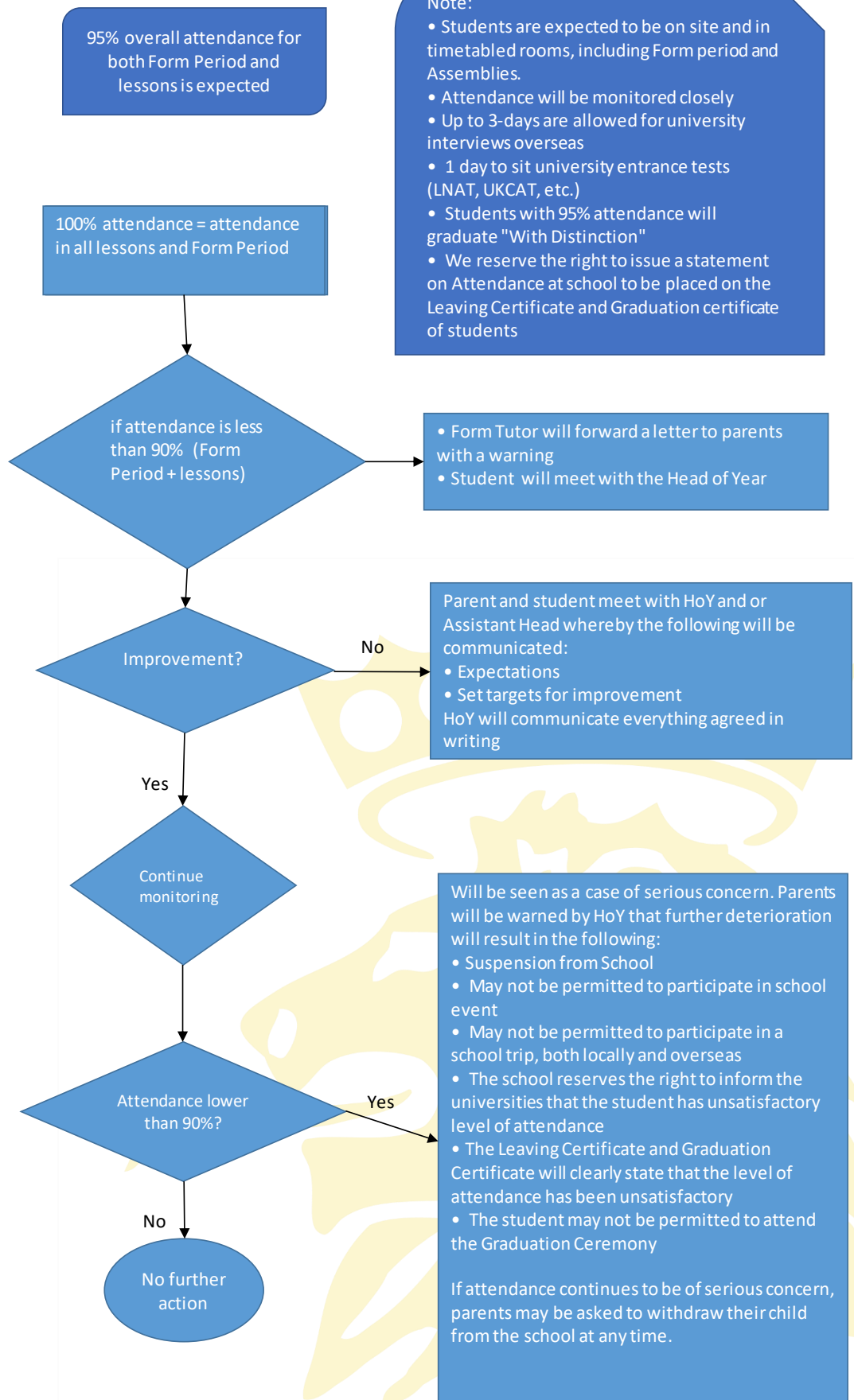
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

Daily

By
October
Half-term

By
end of
November

By
end of
Term 1





Procedure for signing out of school

1) If you are leaving school for a long period of time

e.g. Holiday abroad, accompanying a parent abroad etc.

Parents need to write a letter to the Headmaster and the relevant Assistant Head: Ms Elena Ignatiou (Lower School Year 1-3), Ms Anne-Marie Tellalis (Middle School, Year 4-5) or Mr Yiannis Georgiou (Upper School, Year 6-7) two weeks in advance to request permission.

2) If need to leave school early for ANY reason

e.g driving exam, specialist appointment that cannot be arranged at any other time, Parents need to write and sign a letter requesting your early departure. During break you need to complete the sign out form (green form) found in Main office or the SMT Administration Assistant office (Mobile Office 5). The Sign Out Form accompanied by the letter from home need to be approved by any Senior Leader (Headmaster, Deputy Head, Assistant Heads (Ms. Ursula Pantelides, Ms Popi Grouta, Ms Maria Asvesta, Mr Yiannis Georgiou, Ms Anne-Marie Tellalis or Ms Elena Ignatiou). After approval, The Main Office Assistant or SMT Administration Assistant will be calling your parents to confirm who will pick you up and at what time.

3) If you are feeling unwell, you are advised to stay home and rest. This will ensure your best recovery and respect others by avoiding cross contamination.

4) GAMES are part of your school curriculum and it is mandatory to attend.

The school policy clearly states, if you are well enough to stay during all your lessons, then you must stay for afternoon games. There is a non-physical activity for those unable to be physically active. Even if you have a medical note or parent's letter, not to participate in sports activities you are not authorized to sign out.

Non- physical activity: at 2:10pm or earlier and upon your arrival at the sports centre ALL non- physically active students, need to gather near the office for attendance and further instructions will be given.

5) If you are feeling unwell and you cannot participate in afternoon games you need to see the nurse before 1.30pm.

6) Only medical emergencies will be able to sign-out from school e.g. fever, trauma acquiring immediate medical support.

Students must see the nurse first who will sign them out after speaking to the parents. Under no-circumstance should a student call the parent directly to collect them from school. This will be seen as truancy.

Important reminders

1) All unauthorised sign-outs and absence from afternoon games will be recorded as an **unauthorised absence and five (5) behaviour points** will be imposed, with possible further sanctions

2) Do not arrange any appointments during afternoon games unless it is a medical emergency. If there is a medical emergency, a doctor's note stating the emergency reason and time of your visit should be submitted to the school by the following day. Notes arriving later will not be accepted.

3) Medical Reports and Parents' Letters:

Should state the condition, symptoms and treatment, if immediate rest is required this should be stated on the report.

4) For those who have a medical reason not to be physically active you are not to sign out; you will attend the non-physical option unless there is a written request for rest after school signed by the doctors or parents.

- 5) Upon arrival at the nursing station, inform the nurse you are outside (time of your arrival and departure will be noted on your permission slip)
- 6) During lessons ONLY if there is an emergency should you visit the nurse.
- 7) If you have a parent/medical note to submit, do this during breaks otherwise this will not be accepted.
- 8) Parents will be contacted by the nurse (for medical reasons), or admin staff as outlined above to collect their children.

Just play, have fun and enjoy the Game
PE Department



FOUNDED 1861
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE



A choice for life



Mobile/Smart Phones Policy

Purpose:

This policy aims to clarify the guidelines for students and staff in relation to the use of mobile/smart phone devices while in School or on School activities off site.

The school recognises the fact that electronic devices are an everyday fact of life in the community. As an educational entity entrusted with the provision of a safe and effective teaching environment, the school also wishes to underline the concerns regarding their use.

- Unauthorised use during teaching and learning time can be a distraction and can hinder the learning of students.
- The accessibility to cameras and videos on electronic devices poses a risk to Child Safeguarding and Data Protection.
- Unrestricted usage of electronic devices in school can undermine students' responsible and controlled use of technology.

This policy should be used in relation, where appropriate, with policies on Anti-Bullying, Behaviour, Child Safeguarding, Examination Procedures, General Data and Protection Regulation (GDPR) previously referred to as Data Protection, Online Safety, and Student Wellbeing.

General Policy

It is the responsibility of the students who will bring mobile/smart phones to school or on school activities off-site to abide by the guidelines outlined in this Policy. Parents should be aware if their child had decided to take a phone to school. The following guidelines should be adhered to:

The School will NOT permit the use of mobile/smart phones as follows:

- In lessons. Phones *should be kept out of sight (i.e., not on desks)* but in student bags and on silent mode or switched off.
- During any school related activity, such as an assembly or concert.
- During Co-curricular activities
- During Afternoon Games
- In exams or tests
- Any other times deemed appropriate when instructed by a member of staff

Mobile/smart phones MAY be used in the following instances:

- During break times
- Where required for an educational purpose when permission has been granted by a member of staff.
- In cases of emergency when permission has been granted by a member of staff
- By Year 7 students in the Senior Students Common Room
- Any other times deemed appropriate when instructed by a member of staff
- During School events such as Talent Night, the Christmas Concert, a theatrical performance, on sports day, etc. the understanding is that no videos or photos that have been taken during the event will be used to bring the School or members of the community into disrepute.

Misuse of electronic devices:

The School has a zero tolerance policy towards the use of any electronic device which aims at bullying or harassing other members of the school community.

Other areas of misuse that will incur sanctions include as outlined in the Behaviour Policy and Code of conduct:

- Cheating – The sending of recorded or photocopied test/exam questions
- The sending of inappropriate material such as explicit or embarrassing photographs
- Making inappropriate calls to other students or members of staff
- The sharing of inappropriate material or websites
- Taking videos or photos with a view to humiliating any member of the School community. This includes uploading videos or photos onto public websites or social media.
- Cyber-bullying (see related Policy of Anti-Bullying).
- Using photos or videos recorded on the device in a way that could bring the name of the school into disrepute.
- Any potential criminal activity

Sanctions:

Sanctions on the misuse of mobile/smart phones by students will include any of those listed below:

- Confiscation of the device
- Detention
- Suspension
- Permanent exclusion if use of the device threatens the wellbeing and safeguarding of students and/or staff

In exceptional circumstances, it may be deemed appropriate for the School to involve the police depending on the misuse of the device.

Confiscation:

If a member of staff deems it appropriate to confiscate a device from a student, the following may apply, at the discretion of the staff member:

- **Confiscation with sanction** - The device may be returned at the end of the lesson and the student given a sanction (a behaviour point and a detention)
- **Confiscation with parent/guardian involvement** - For a second or repeated offence, parents will be asked to collect the phone from the Main Office or Reception at the end of the school day. If the confiscation happens before Period 6, the student will be required to take their phone to the Main Office or Reception, where it will be held until the parent collects it. The student will return to class with a note from the Main Office/Reception indicating that the phone has been received (see appendix I). The note will show the student's name, the date and time. The Main Office or Reception will place it in an envelope with the name of the student and their Form written on top. The parent/guardian, having collected the device, will sign an acknowledging receipt (Appendix II).
- **Confiscation subject to restricted use** - For repeated and unauthorised/inappropriate use of the phone, the student may be banned from bringing a phone to School for a period of time or will have to hand it in to his/her Head of Year at the beginning of the day to be collected at the end

of the school day (see second bullet) for a period of time set by the Head of Year. A note will be added on the SIMS register to indicate that the student does not have permission to bring their Mobile phone into school or that the Head of Year is in possession of their device.

Staff use of mobile/smart phones

It is expected that staff will not make use of their phones in lessons and will keep them on silent mode in class except in the following instances:

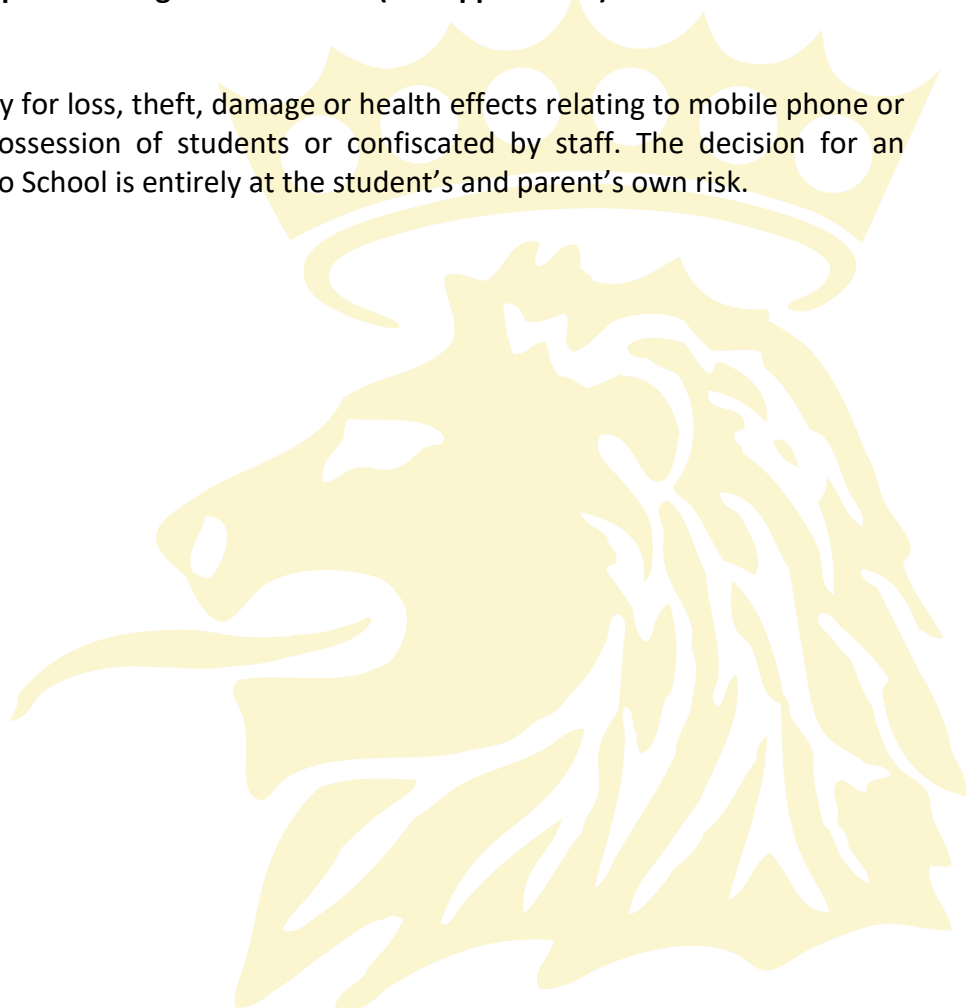
- An emergency call
- For educational purposes such as a Google search.

Staff should normally not take and/or share photos of any students. **Staff, however, are permitted to take photos of students for promotional purposes/to document events for educational purposes subject to the Data Protection/GDPR policy. Under no other circumstances are staff permitted to take photos of any students. In addition, no photos of any students may be shared or published online if explicit permission has been denied for their child/children by the parent/guardian.**

All students and parents will be expected to sign a declaration (see Appendix III)

Disclaimer:

The school accepts no responsibility for loss, theft, damage or health effects relating to mobile phone or other electronic devices in the possession of students or confiscated by staff. The decision for an electronic device being brought into School is entirely at the student's and parent's own risk.



Appendix I

Proof of delivery note:

MOBILE/ SMART PHONE SLIP

Mobile device has been delivered to the Reception/Main office.

Student Class

Date

Time

.....
Reception/Main Office signature

Appendix II

Acknowledgement of receipt

MOBILE DEVICE HAS BEEN COLLECTED.

Student Class

Date

Time

.....
Parent/Guardian signature



Appendix III

Declaration on the use of mobile/smart phones

At The English School, we recognise that electronic devices such as smart phones are an integral part of modern life. At the same time, we also believe that boundaries must be in place for the educational, safeguarding and overall wellbeing of all students.

Parents are requested to discuss this declaration and the attached policy with their child and to then return it to the School via the Form Tutor.

- I will only use my mobile phone in school in line with the current policy
- I understand that I may use my phone as required for an educational purpose when permission has been granted by a member of staff.
- I understand that I may make use of my phone in cases of emergency *when permission has been granted by a member of staff*
- I fully appreciate that although I may make use of my phone, for instance, to take photos during School events such as Talent Night, the Christmas Concert, a theatrical performance, on sports day, etc. I understand that no videos or photos that I have taken during the event will be used to bring the School or members of the community into disrepute.

- I am fully aware that I will incur sanctions in any of the following instances:
 - i. Cheating – The sending of recorded or photocopied test/exam questions
 - ii. The sending of inappropriate material such as explicit or embarrassing photographs
 - iii. Making inappropriate calls to other students or members of staff
 - iv. The sharing of inappropriate material or websites
 - v. Taking videos or photos with a view to humiliating any member of the School community. This includes uploading videos or photos onto public websites or social media.
 - vi. Cyber-bullying.
 - vii. Using photos or videos recorded on the device in a way that could bring the name of the school into disrepute.
 - viii. Any potential criminal activity

- I understand that rules are in place to protect both me and members of the school community.

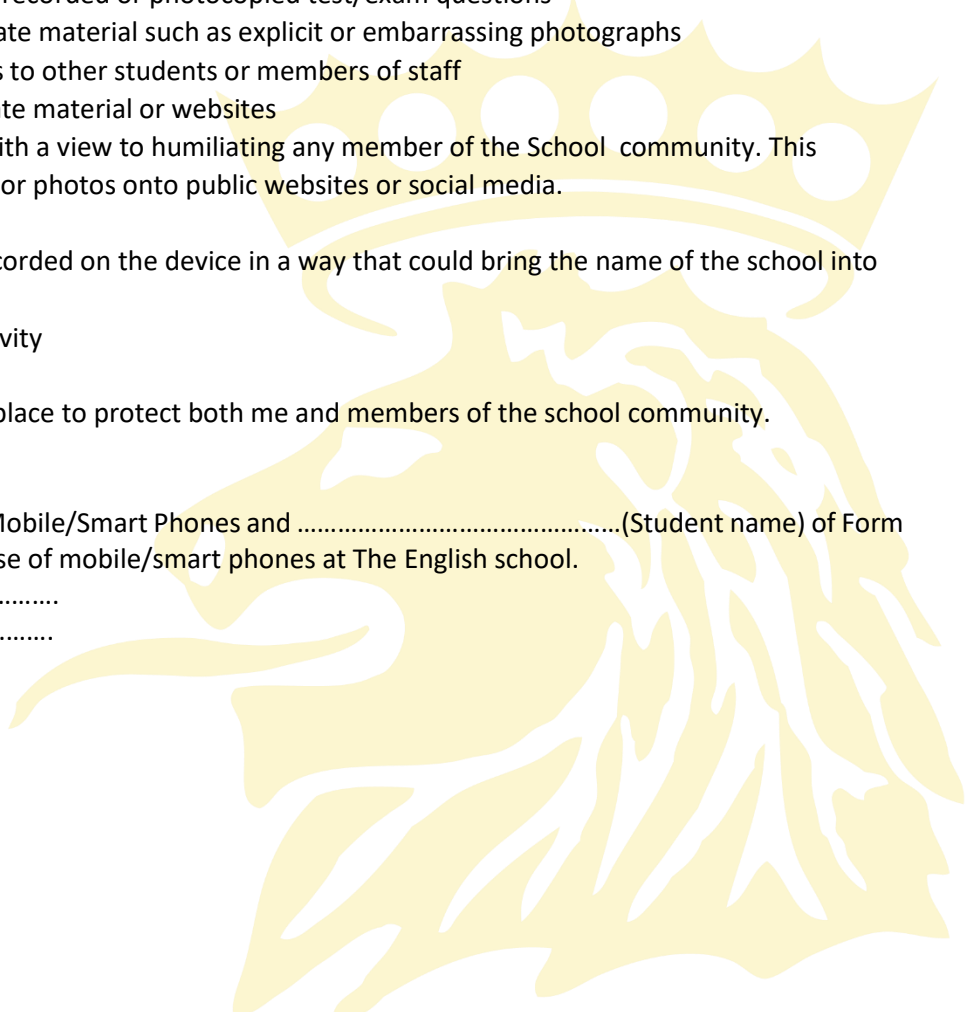
Parents and student signatures:

We agree with the School’s policy on Mobile/Smart Phones and(Student name) of Formagrees with the responsible use of mobile/smart phones at The English school.

Parent signature:.....

Student signature:.....

Date:.....





Online Safety Policy

Purpose:

- To educate young people about safety online issues and appropriate behaviour so that they remain safe and legal online.
- To assist students to develop the necessary skills to allow them to stay safe online
- To keep personal data secure

Benefits of the Internet:

Students can benefit in a range of ways through safe use of the Internet in School. These can include:

- Unlimited access to educational resources from around the world
- Contact with other schools
- Access to experts, organisations etc. that can aid learning
- Interactive learning tools, collaboration both locally and internationally, updates on current affairs
- Access to learning materials
- Access to case studies, videos, interactive media, specialised software that aids learning

Definitions:

When referring to the use of technology to access the world online, this policy refers to emails, websites, instant messaging, chatrooms, social media, smart phones, blogs, podcasts, downloads, virtual learning platforms.

Links to policies:

The Online Safety Policy should be used in relation to, and where appropriate, polices on Child Safeguarding, Anti-bullying, Behaviour, Mobile/Smart Phones, the Code of Conduct, Data Protection, Staff Disciplinary Policy and Procedures.

Roles and Responsibilities:

All staff have a role to play in helping ensure online safety. Ultimate responsibility will lie with the Headmaster and the Board of Management.

Online Safety in the Curriculum:

Some of the issues related to staying safe online are delivered in the lower school curriculum include as follows:

- The dangers of communicating digitally
- Cyberbullying and the use of inappropriate images and words online
- Inappropriate messages and postings and the uses of software filters
- Protecting data, including documents
- Online viruses and protection through anti-virus software
- Personal data and identity theft
- Other strategies for staying safe online
- Awareness of copyright laws and the use of the Internet for project work
- Not responding to junk mail and email filters
- Avoiding financial transactions online without adult supervision

In other year groups in middle and upper school (PSHCE), some of the topic areas include:

- Legal and personal risks in sharing images online
- Managing the risks online
- Your online presence

- Privacy and abuse
- Dangers of social media

Misuse of Technology:

The misuse of ICT equipment in school includes:

- Downloading or installing software on school equipment
- inappropriate communication online with other students and teachers, including the use of offensive language
- Browsing, downloading or forwarding offensive or illegal material
- Using school equipment to bring the school into disrepute or to cause distress to members of the school community
- Not respecting the privacy of others data or work online
- Attempting to bypass school filtering systems or firewalls or hack the server
- Any other action which threatens the safety of any member of the school community

If ICT equipment in school is used inappropriately by students, any of the following sanctions will apply:

- Detention
- Suspension
- Removal of any privileges
- Non-participation in a school event
- Non-participation in an event overseas/representation of the school overseas.
- Depending on the seriousness of the incident, possible permanent exclusion

If ICT equipment in school is used inappropriately by staff, disciplinary procedures may be enforced based on the current Staff Disciplinary Procedures.

Reporting Incidents:

A member of staff or a student may report any misuse of the school's ICT equipment.

A member of staff wishing to report should refer the matter to an Assistant Head of the Deputy Head, having completed the Report Form (See Appendix). If the case involves child protection, the procedures for reporting in the school's Child Safeguarding Policy must be adhered to.

Any student may report a concern to their Head of Year or an assistant Head. The report Form should be completed in this case by the Head of Year or Assistant Head

Appendix I

Declaration on Online Safety

At The English School, Nicosia we understand the importance and benefits of emerging technologies for students’ learning and personal development. However, we also recognise that safeguards need to be in place to ensure young people are kept safe at all times. Please could parents read and discuss this policy with their child and **then sign and return it to the relevant Form Tutor.**

- I will only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for school purposes.
- I will not download or install software on school equipment.
- I will only log on to the school network with my own user name and password.
- I will follow the schools ICT security system and not reveal my passwords to anyone and change them regularly.
- I will only use my school e-mail address on ICT systems in school.
- I will make sure that all ICT communications with students, teachers or others is responsible and sensible.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
- I will not give out any personal information such as name, phone number or address.
- I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- Images of students and/or staff will only be taken, stored and used for school purposes in line with school policy and not be distributed outside the school network without the permission of a teacher.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring the School into disrepute.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community
- I will respect the privacy and ownership of others’ work online at all times.
- I will not attempt to bypass the internet filtering system.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted.

Parent and Student signatures:

We have discussed this policy and.....(student’s name) of Form..... agrees to support the safe use of ICT at the School.

Signatures:

Parent/GuardianStudent..... Date:.....

Appendix II

Online Safety Report Form

To be submitted to an Assistant Head/Deputy Head/HoY

Student name: _____ Form: _____

Date and time of the event/concern/incident: _____ / _____ / _____ : _____
Day Month Year Time

The Incident:

Describe the nature of the incident or concern:

--	--

Any other relevant information (witnesses, context)

--	--

Name and position of the person completing this report:

--	--



School-based Counselling Service

Students/parents can voluntarily seek counselling in the school if they want to explore, understand and overcome issues in their lives which may be causing them difficulty.

More specifically, counselling can be beneficial at times when experiencing distress and/or confusion, as a result of having to cope with a range of difficulties, such as bullying, bereavement and loss. It can be helpful in supporting students who are facing difficulties within relationships, such as, for example, family relationships or with friends, but also relationships in general. It can also be beneficial in assisting the management of emotions, such as anger and other behavioural concerns.

School based counselling is delivered by an external, appropriately qualified and trained therapist, on a part-time basis.

Counselling sessions are carried out during school hours, whereby students leave their class to attend 45-minute sessions.

It is important to stress that counselling is only likely to be effective to the extent that the student/parents, *consent* to attendance at counselling sessions.

Confidentiality

Counselling takes place in a safe and private room within the school premises.

Ensuring confidentiality* is one of the principles of the therapeutic relationship formed between the counsellor and the student/parents.

Parents' consent is required before accessing counselling unless a student is over 18.

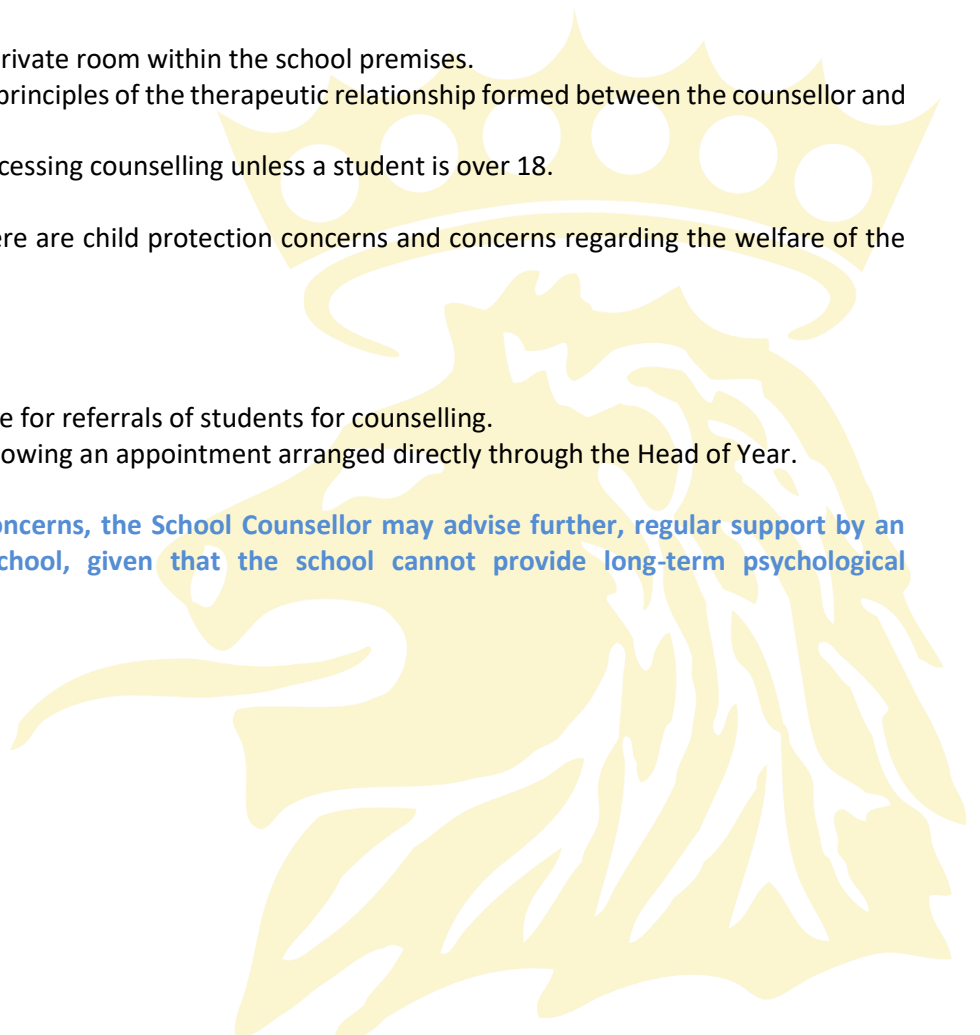
*Confidentiality is breached when there are child protection concerns and concerns regarding the welfare of the student.

Referral Procedure

The school has established a procedure for referrals of students for counselling.

Students meet with the counsellor following an appointment arranged directly through the Head of Year.

Please note that for more serious concerns, the School Counsellor may advise further, regular support by an appropriate professional outside School, given that the school cannot provide long-term psychological interventions





Special Educational Needs and Disabilities (SEND) Policy

Rationale

The English School is committed to Inclusion, ensuring that ALL students are equally valued and have access to all aspects of a broad, balanced and differentiated curriculum.

We believe that every child has unique characteristics, interests, abilities and learning needs. We accommodate the wide diversity of characteristics and needs through an inclusive child centred pedagogy. We encourage and facilitate the participation of parents / guardians, teaching staff and specialists in the setting of appropriate targets for the student's learning and the reviewing of the student's progress. We also ensure that, in the context of systematic change, teacher educational programmes are available within school, for them to be able to identify and address the needs of all students in an inclusive environment.

Definition of Special Educational Needs and Disabilities

In the context of this policy, the term 'special educational needs' refers to all those students whose needs arise from learning difficulties, disabilities as well as those students who are gifted and talented.

The English School is currently developing provisions for a range of needs, including:

Communication and Interaction – e.g. Autistic Spectrum Disorder, Obsessive Compulsive Disorder, Asperger's Syndrome.

Cognition and Learning – e.g. Dyslexia

S

ocial, Emotional and Mental Health Difficulties – e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Depression.

Sensory and/or Physical needs – e.g. Visual Impairments, Epilepsy, Diabetes, Tendinitis, Joint Hypermobility Syndrome

Gifted and Talented – The term 'gifted' refers to learners who perform, or who are potentially able to perform, extremely high in one or more subjects in the statutory school curriculum. The term 'talented' refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as Art, Music, Physical Education or performing arts.

Roles and Responsibilities

Key personnel

The English School's Inclusion Coordinator [Special Educational Needs and Disabilities Coordinator (SENDCO) and Gifted and Talented Coordinator (GATCO)] is Mrs. Alexia Haroutunian Hadjikos and may be contacted by email staffaha@englishschool.ac.cy. The designated SEND Line -Manager is Mrs. Anne – Marie Tellalis and may be contacted by email anne-marie.tellalis@englishschool.ac.cy.

The **Board of Management** has a responsibility to:

- Hold the school leadership and the Inclusion Coordinator accountable to the content of this policy and particularly to ensure that all SEND students are given appropriate support for them to make progress in line with their peers.

The **Head Teacher** has a responsibility to:

- Have an overall responsibility for the provision and progress of SEND students;

- Work with the Inclusion Coordinator and SEND Line – Manager to determine the strategic development of the SEND policy and provision in the school;
- Keep the Board of Management informed about the SEND provision made by the school.

The **SEND Line – Manager** has a responsibility to:

- Work with the Inclusion Coordinator and Head Teacher to determine the strategic development of the SEND policy and provision in the school;
- Monitor the quality and effectiveness of SEND provision within the school and update the Head Teacher on this.

The **Inclusion Coordinator** has a responsibility to:

- Oversee the day – to – day operation of the school’s SEND policy;
- Liaise with feeder schools so that support is provided for students as they prepare to transfer;
- Co-ordinate and develop school strategies for the identification of SEND students;
- Collaborate with parents / guardians, teaching staff and outside specialists to set appropriate targets for the student’s learning and the reviewing of the student’s progress;
- Liaise with teaching staff to support transition of SEND students after Year 3, Year 5 and Year 6;
- Liaise with the potential future providers of education to ensure that the SEND student and their parents/ guardians are informed about options and smooth transition is planned;
- Ensure the records of all SEND students are up – to – date;
- Monitor the progress of SEND students through regular classroom observations;
- Implement and monitor the impact of timely and appropriate interventions if SEND students are not making appropriate progress;
- Inform the Head and the SEND Line – Manager of the progress of SEND students and the impact of intervention support;
- Produce a SEND development plan which links to the whole school development plan;
- Contribute to the in – service training of staff to ensure effective classroom support for SEND pupils;
- Advise on the deployment of the school’s delegated budget and other resources to meet student’s needs effectively;
- Review yearly the SEND policy and make necessary amendments approved by the Head Teacher and the SEND Line – Manager;
- Liaise with the school Counsellor, Nurse, Exams Office, Careers Office, Heads of Year, Pastoral Heads and Heads of Department;
- Liaise with external agencies including educational psychology services, health and social services, national services and Ministry of Education;
- Attend local, national and international SEND training;
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment (2022).

Subject teachers have a responsibility to:

- Devise strategies and identify appropriate differentiated methods to enable all students to access the curriculum.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring targets arising from Individualised Education Programs (IEPs) are considered in lessons.
- Monitoring progress of students with SEND.
- Be fully aware of the school’s procedures for SEND.

- Raising individual concerns to Inclusion Coordinator.

Entrance Examination

Parents / guardians are requested to provide reports justifying the needs of the student at the time of registration for the Entrance Examination at The English School.

All requests for extra time or special exam access go to the Inclusion Coordinator who in conjunction with the Exams Office will decide, based on evidence of need, what arrangements need to be put in place for the day of the examination.

Identification

Provision for SEND students is a matter for the whole school. The Board of Management, the Head Teacher, the Inclusion Coordinator, the SEND Line – Manager and all other members of staff, particularly subject specialists have important day – to – day responsibilities in the identification of potential need and in the support for SEND students. If a student joining The English School already has an identified special educational need, the Inclusion Coordinator uses this information to:

- Identify and manage any potential barriers to learning;
- Identify and focus attention on action to support the pupils within classes;
- Provide clear guidance for all teaching staff of the needs of the student and strategies that should be adopted to support him / her through SIMS.

The English School recognises that SEND can develop at a later stage in a student's education. The list below may trigger assessment of need:

- Little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Signs of difficulty in developing literacy or mathematical skills;
- Signs of potential sensory or physical problems;
- Communication and / or interaction difficulties;
- Persistent emotional or behavioural difficulties.

If there are any concerns that a student may have SEND that has been undetected, teaching staff report to the Inclusion Coordinator. Depending on the nature of the report, further assessment may be required for individual students and SEND provision sought, including the creation IEP as appropriate.

Parents / guardians may also make referrals on behalf of their children, or students may refer themselves at any stage. Parents / guardians and students are encouraged to contact the Inclusion Coordinator if they have any concerns with regards to a potential SEND need.

Profiles for all SEND pupils are created and shared with teaching staff as soon as possible after SEND pupils start at The English School or after a SEND need is detected. These profiles share information on the student's potential barriers to learning and outline the appropriate steps to support him / her. Profiles are reviewed and if necessary amended on a termly basis.

Reviewing provision

The progress of SEND students is internally reviewed termly.

- Information is gathered from a range of sources as appropriate: attendance / behavior records, lesson observations, observation of students during unstructured time, common assessment, exam / mock exam performance;
- Teaching staff are asked to give feedback on student's progress and areas of concern. They are also asked to give feedback on the impact of strategies in place to support the student.

The above information is scrutinised to assess the progress the student is making and is used to inform the annual review meeting.

The annual review meeting involves the student and always seeks the input of the parent / guardian and where appropriate external specialists will be asked to also attend. Student progress and well – being are the focus of the review meeting; strategies in place to support the student are amended or refined as appropriate and additional provision may change.

Supporting students

Times of change can cause great anxiety for SEND students and so we plan for the transition period at different phases to be as smooth as possible. Transition plans depend on the needs of the individual student, but they are developed in conjunction with both the student, their parents / guardians, teaching staff and outside specialists if needed.

Transition Arrangements from feeder schools to The English School:

- Discussions taking place between the feeder schools and The English School for SEND students and the Inclusion Coordinator visits the students and their teachers at school;
- SEND students and their parents / guardians are invited to The English School whilst school is in session and then after school hours to make the transition less stressful.
- Depending on the needs of individual students with SEND further meetings are arranged with the student, parents / guardians and external specialists.

Transition Arrangements from Year 3 to 4, 5 to 6 and 6 to 7:

- SEND students are given advice and support in choosing their IGCSE and AS /A – Level subjects based on their personal strengths and aptitudes. They are informed about the structure of the courses and aspects that may prove challenging. Pre – course visits may be arranged.

Transition Arrangements from Year 7 to adulthood:

- SEND students are guided through their choices on University and gap years. All SEND students are offered an early appointment with the Career Advisor (Ms. Natasa Ashioti) and Universities Administrator (Ms. Stella Nicolaou) where career guidance support is provided as well as support and advice are given with university application forms and personal statements. The school also liaises with potential future providers of education to ensure that the SEND student and their parents / guardians are informed about options and smooth transition is planned.

Emotional Support

School based counselling services are provided by a qualified and trained counsellor (Ms. Olivia Kyriacou), who in collaboration with the Pastoral Team works for the well – being of the referred students. Students meet with the counsellor following an appointment arranged directly through the Head of Year. Parents' / Guardians consent is required before accessing counselling unless a student is over 18.

Prescription Medication

In the case that a SEND student has been prescribed medication, The English School Nurse (Ms. Despina Giannikouri) needs to be informed through a specialist report stating the prescription. The Nurse will keep a record of this on SIMS.

The Nurse then informs the appropriate teachers of the SEND student on the prescribed medication and briefs them on the effects the medication has on the student and his / her learning.

It is recommended that medication be given at home whenever possible. If a child must take prescription medication during the school day, the following procedures will be followed:

- The school Nurse needs to be provided with a doctor's note stating the prescribed medication and the dosage needed.
- The school Nurse can only accept prescribed medication if they are in – date, labelled, provided in the original container as dispensed by a pharmacist with clear instructions for administration and storage.

- The school Nurse will keep a record of all medicines administered to individual students, stating the amount of the prescription medication held in the school, and how much was administered and when. The school will store the medication in the Nurse's station.
- The school Nurse is the only individual who will have access to the medication and will administer it.
- If a student refuses to take their medication, the school cannot use force. The parents / guardians should be informed so that alternative options can be considered.
- When no longer required, the prescription medication should be returned to the parent / guardian to arrange for safe disposal.

Temporary Disability

Where students sustain injuries, which prevents their movement around the school site, The English School requests a medical note to be provided to the Inclusion Coordinator. To support the injured student the following arrangements are made:

- Room changes are arranged to ensure that the student's registration and lessons are held in accessible rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student's condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

In more serious cases, such as wheelchair user:

- Room changes are arranged to ensure that the student's registration and lessons are held in accessible rooms on the ground floor.
- Ramps are put in place to allow access to rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student's condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

Examination arrangements: public and internal

The SEND register indicates where specific provision is made so that SEND students are not unfairly discriminated against when undertaking examinations. JCQ's guidance for access arrangements are followed and documentation is kept on all SEND students to provide a history of need. Modifications such as the awarding of extra time, rest breaks, or other modifications are made according to each student's need. The arrangements are continuously reviewed.

Complaint and Appeal by parents / guardians

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure that can be accessed. If necessary, the SEND Line – Manager will act to mediate between the parents and the school. Continued failure to resolve concerns will lead to a referral to the Head Teacher (Mr. David Lambon) to access support and advice.

Publication and Review

This policy is included in the school's welcome pack and added on the school website. The provision of SEND is extremely important to the community of The English School and the policy will be reviewed yearly and updated.

De-Registration Process

We trust that your child will be very happy at the school, but if for any reason you need to withdraw your child, as for example, your family is relocating, please take the following steps:

1. Notify the Headmaster in writing, preferably with one term's notice: head@englishschool.ac.cy
 2. Notify the school accounts office: Argyro.Protopapa@englishschool.ac.cy
 3. Please copy your emails to the Assistant Head i/c Admissions and Data: Ursula.Pantelides@englishschool.ac.cy
- It is important to do this so our records are up to date and we are able to readily assist if contacted by yourselves or an educational institution, requesting information on your child in the future. We will also arrange a short meeting with a member of the Senior Management, (exit interview) in order to review your time at The English School.





External Examination

Results Day, Re-marking and Re-sit Guidelines

Exam results are published and available to the public on the dates below:

Tuesday, 13th August – Cambridge Results Day

Thursday, 15th August – GCE (A2/ AS Level) and IAL Results Day

Thursday, 22nd August – IGCSE and GCSE Results Day

Finding your results:

Cambridge Results:

Cambridge has issued login details for CIE Direct (<https://myresults.cie.org.uk>) to all candidates entered for the summer 2019 examinations, whereby candidates can access their results online. A hard copy of the login details has been provided to all candidates involved, with their individual exams schedule, and was also emailed to their school email address beginning of April 2019. If any candidate is not able to access the email with the login details, please contact Ms Elena Kazantzi at exams@englishschool.ac.cy. Alternatively, you may pass by the school's reception when the results are out to collect your results envelope.

Pearson/ Edexcel Results:

Pearson/ Edexcel has an online results tool called ResultsPlus Direct (<https://www.resultsplusdirect.co.uk/students/login.html>) which can be accessed by students for viewing their results.

○ **New Users:**

The Exams Office has entered in the system all students that have registered for the first time with Pearson/ Edexcel. You should have already received an email from ResultsPlus Direct with your verification code. This verification code/URL requires activation against your email address (this is your individual school's email account). Once you have activated your email address against this code, you will then receive a welcome email directly into your inbox. To activate your account, you must then click on the account verification link contained in the welcome email and validate your account by answering security questions. It is important you keep note of these security answers. Once your account has been verified, your password will be created. You can then use your email address and password to login. Please do not misplace this information as you will need it for accessing all following exam results with Pearson/ Edexcel.

○ **Old Users:**

If you have forgotten your password, you can obtain a new one by clicking on the "Forgotten your password?" link on the login screen below the "Change password" button. Type the email address you registered with into the "username" field in the pop-up window that appears. A new password will be emailed to you.

If during the password reset procedure you submit the wrong security details three times, your account will be locked. If this happens, you need to email Ms. Elena Kazantzi at exams@englishschool.ac.cy to unlock your account.

If you have locked your account by entering your password incorrectly more than three times, click on "Forgotten password" and enter your email address to receive a password reset email (please check your spam). If you had an account last year and changed your email addresses you will need to email Ms Elena Kazantzi (exams@englishschool.ac.cy). Ms Kazantzi will then update your email address. Once this is done, you will receive a welcome email and you will need to recomplete the activation process.

If when entering the system you notice that you are missing results for exams you sat with the school during summer 2019 session, you need to email Ms Elena Kazantzi (exams@englishschool.ac.cy) with screenshots from ResultsPlus explaining clearly, what information is missing. The Exams Office will contact the Exam Board to resolve this.

Note that if you have registered for exams with the British Council, these results will not be visible in the ResultsPlus Direct account provided by the school. In this case, you will need to contact the British Council to receive your results.

For more information about ResultsPlus Direct click on the below URL:
<https://secure.edexcel.com/resultsplustdirect/Pages/StudentFAQs.aspx>

AQA and OCR Results:

AQA and OCR do not have online databases for viewing results. Hard copies of the results will be available at the school's reception for collection. You can email Ms Elena Kazantzi (exams@englishschool.ac.cy) requesting the results; remember to state your Candidate Name and Number. This is on a first come first served basis and Ms Kazantzi makes every effort to respond to all request the soonest possible. However, due to the heavy workload, please note that there is likely to be a delay in responding to you. Alternatively, you may pass by the school's reception when the results are out to collect your results envelope.

Note:

RESULTS WILL NOT BE PROVIDED OVER THE PHONE.

Three options available to find out results:

- (a) Online for Cambridge and Pearson/ Edexcel
- (b) Collect your results envelope/s from the school's reception
- (c) After the results are out, you can forward an email to exams@englishschool.ac.cy requesting a copy of your results. Remember to state your Candidate Name and Number. This is on a first come first served basis and the Exams Office makes every effort to respond to all request the soonest possible. However, due to the heavy workload, please note that there might be a delay in responding to you.

Post Results Services:

Exam grades should be a fair reflection of candidates' work, knowledge and performance in the subject taken. Sometimes, however, mistakes are made. If you believe that your result does not reflect the quality of your performance, you can ask for a review of marking.

Exam Board Cambridge:

a) Service 1 Clerical re-check:

A re-check of all procedures leading to the issue of a result. This service checks all parts of the script were marked; that the marks were totalled correctly; and that the marks were recorded correctly. The cost per paper is: **€45 for I/GCSE and €50 for AS and A Level.**

b) Service 1S Clerical re-check and script:

The same as Service 1 but you also get a copy of the script. The cost per paper is: **€80 for I/GCSE and €85 for AS and A Level.**

c) Service 2 Review of Marking:

A review of the original marking to check that the agreed mark scheme was applied correctly. This service also includes the re-checks detailed in Service 1. The cost per paper is: **€90 for I/GCSE and €95 for AS and A Level.**

d) Service 2S Review of Marking and script:

The same as service 2 but you also get a copy of the script. The cost per paper is: **€105 for I/GCSE and €120 for AS and A Level.**

Cambridge only accepts EAR applications at component level (per paper), not at syllabus level (all papers together). **Only one application can be submitted by each student.** Therefore, when submitting an application, please make sure that all components you want Cambridge to review are submitted at the same time. Cambridge will not accept additional applications by the same candidate for the same or different syllabus at a later stage.

For each candidate, all components (papers) of the syllabus for which an enquiry is being submitted must be for the same service. For example, you cannot request Service 2S for one component and Service 1 for another component, if they are components of the same syllabus.

Students cannot submit applications for internally assessed components (i.e. coursework).

The Post Results Services deadline for Cambridge June 2019 series is **19th September 2019.**

Exam Boards Pearson/ Edexcel, AQA and OCR:

a) Service 1: Clerical re-check:

This is a re-check of all clerical procedures leading to the issue of a result. This includes making sure that all parts of the exam paper have been marked, marks have been recorded/ added up correctly, the grade boundaries have been applied accurately. Results are usually available within 10 days. The cost is: **€45.00 per paper.**

b) Service 2: Review of Marking:

This service includes a check that the examiners have marked components correctly. This includes clerical check and a review of marking of units/components by a senior examiner. It takes up to 20 working days to receive the outcome of the request. However, we have seen that we can get results from the first 48 hours after the request was submitted. The cost: **€80.00 per paper.**

c) Service P2: Priority Review of Marking:

This service is the same as the normal service but is processed faster. It is generally used when a candidate's place in further/higher education depends on the outcome. Priority review of marking can take up to a maximum of 15 working days; however, we have seen results come as early as 24 hours after submitting the request. The cost: **€100.00 per paper.**

d) Access to Script Original:

This service is **only available from Pearson/ Edexcel.** This service allows you to request the original marked exam paper. Once you submit an application for the original paper, you will no longer be able to request a review of marking. Scripts can only be forwarded back to the centres after the review of marking window is closed i.e. scripts are expected at the school only after September 2019. The cost: **€30.00 per paper.**

e) Access to Script Photocopy:

Pearson/ Edexcel:

After the relevant permission on the Post Results Services form has been signed, the Exams Office will download a copy of the script requested from the Exam Board's database. This will then be emailed to you. This procedure usually takes up to two working days, depending on the workload at the Exams Office. Kindly note that not all Pearson/ Edexcel scripts are available online. If scripts have been marked traditionally (i.e. not online), we will need to submit an application to the Exam Board. If this is the case, then it may take up to two weeks to receive the copy of the script. We have however seen that script copies have been received two days after the request has been submitted. The cost: **€15.00 per paper.**

AQA and OCR:

This service is not suitable for candidates with university places at risk. If candidates require an urgent review, they should progress straight to a priority review of marking. You will not be able to request a priority review of marking if you submit an application for this service. A maximum of two weeks is needed to receive the copy of the script. We have however seen that script copies have been received two days after the request has been submitted. The cost: **€30.00 per paper.**

The GCE AS / A Level and International A Level (IAL) Post Results Services deadlines for Pearson, AQA and OCR are as follows:

- | | |
|---------------------------------|---|
| a) Clerical Re-Check | 19th August to 18th September 2019, by 12:00 pm |
| b) Review of Marking: | 19th August to 18th September 2019, by 12:00 pm |
| c) Priority Review of Marking: | 16th August to 22nd August 2019, by 12:00 pm |
| d) Access to Script, Original: | 19th August to 18th September 2019, by 12:00 pm |
| e) Access to Script, Photocopy: | 16th August to 22nd August 2019, by 12:00 pm |
| | <i>(AQA and OCR)</i> |
| | 16th August to 18th September 2019, by 12:00 pm |
| | <i>(Pearson/ Edexcel)</i> |

The IGCSE / GCSE Post Results Services deadlines for Pearson, AQA and OCR are as follows:

- | | |
|---------------------------------|---|
| a) Clerical Re-Check: | 26th August to 18th September 2019, by 12:00 pm |
| b) Review of Marking: | 26th August to 18th September 2019, by 12:00 pm |
| c) Access to Script, Original: | 26th August to 18th September 2019, by 12:00 pm |
| d) Access to Script, Photocopy: | 23rd August to 29th August 2019, by 12:00 pm |
| | <i>(AQA and OCR)</i> |
| | 23rd August to 18th September 2019, by 12:00 pm |
| | <i>(Pearson/ Edexcel)</i> |

Review of Marking Outcomes:

The following information explains what may happen when you apply for Review of Marking:

- Your original mark is lowered**, so your final grade may be lower than the original grade you received.
- Your original mark is confirmed** as correct and there is no change to your grade.

c) **Your original mark is raised**, so your final grade may be higher than the original grade you received.

In cases (a) and (c) stated above, if there is a change **to the overall subject's grade**, either higher or lower than the original result given (i.e. from A to B or from B to A), you will be refunded the money paid for the review of marking.

Tips on whether to use the Review of Marking service:

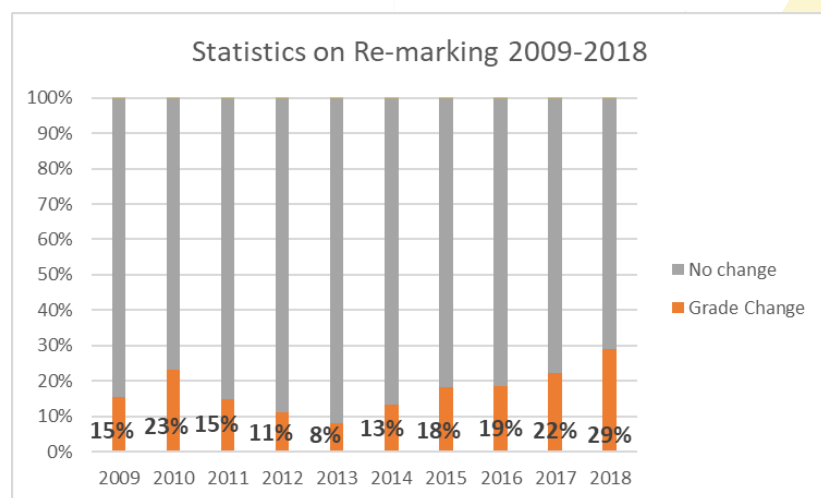
Before deciding to proceed with a Review of Marking, firstly you need to:

- Ask yourself if you believe you did a lot better than the result outcome
- Check the grade boundaries and see how far you are from the next grade boundary
- If possible, consult your subject teacher or the relevant Head of Department for further advice.

PLEASE TAKE NOTE:

Any decision to undertake a Review of Marking is at the candidate's own risk, i.e. there is a chance the Exam Board may deduct marks, leading to a points' reduction for a particular unit, or even a grade reduction.

In general, we find that most grades do not change. Below is a graph presentation of whether grades have changed after EAR applications at the English School, from 2009 to 2018:



Post Results Services Application Forms and Payment Details:

Application Forms can be found on our website:

<http://www.englishschool.ac.cy/index.php?link=exames.php>

Or a hard copy can be obtained from the school's reception.

Please complete your details, paying special attention to:

- The contact email and phone number
- The subject, **unit code and specific paper code** you wish to submit an application for (these can be found on your Provisional Statement of Results or your Statement of Entry)

Payments can be made by cheque (name on cheque: The English School) or cash at the school's accounts office.

Notes:

- a) Once payment is received, our school Accountant will forward the forms to the Exams Office and all enquiries will be processed and dealt with as speedily as possible.
- b) Where a Review of Marking application leads to a change in subject grade, the relevant fee will be refunded.
- c) Refund cheques will be made out to the father of the candidate (unless otherwise instructed) and are usually ready by the end of October. The cheques are either given to students during Registration period or posted.

New Exam Applications /Resits

November (Cambridge) sitting and January (Pearson/ Edexcel) sitting:

For students wishing to resit or enter for new units during the November sitting for Cambridge IGCSE and GCE or January sitting for Pearson/ Edexcel [IGCSE or International A Level (IAL)], you will need to register with the British Council. Please refer to their website for more information, relevant deadlines and online registration.

British Council's contact details:

Telephone: +357 22585000 (Monday – Friday 09:00-14:00, Tuesday 09:00-17:00)

Opening Hours: Monday - Thursday 09:00-11:00, Tuesday & Wednesday 15:30-17:30

Emails: General enquiries: enquiries@cy.britishcouncil.org / Exam enquiries:

exams.enquiries@cy.britishcouncil.org

Website: <http://www.britishcouncil.com.cy/>

For students interested to resit Cambridge IGCSE, November sitting: note that registrations are usually very early in September as exams are held late October /early November, so it is very important you process your online registration with the British Council the soonest possible.

Pearson/ Edexcel and AQA – GCSE and GCE new applications or resits:

Examinations for GCSE, GCE AS and A Level units are not possible in alternative exams sessions i.e. they are only available during the summer session. Should you wish to resit any units, you will need to add these exams to the rest of your exams for the academic year, through the school's registration system in November 2019, for the exams series May/ June 2020. Further information and relevant deadlines will be forwarded to you in due time.

Regulations concerning Access Arrangements for External Examinations

Please see below information regarding Access Arrangements for External Examinations, for the summer exam series.

Kindly note that should you need to apply for any Access Arrangements (such as extra time during exams), you will need to inform the Exams Office (exams@englishschool.ac.cy) as soon as possible and **no later than the end of November**, by submitting the relevant diagnostic assessment report of your child. In this way, the school will be able to provide any arrangements during the mock exams and your child will thus be eligible to receive the arrangements during the external examinations as well.

This information is taken from the JCQ Regulations:

Access arrangements are agreed before an assessment. They allow candidates with substantial impairments such as **special educational needs** ('learning difficulty or disability which calls for **special educational provision** to be made for them' '**substantial and long-term** sensory impairments such as those affecting sight or hearing, mental health difficulties and long-term health conditions) or **disabilities** ('physical or mental impairment which has a **substantial and long term** adverse effect on someone's ability to carry out normal day to day activities') to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment.

Arrangements must be processed and approved before an examination or assessment, no later than the published deadline of middle February.

Late applications for temporary injuries or impairment (such as a fractured or broken writing hand or pain and discomfort caused due to surgery which occurred during the examination period) are permissible after this deadline.

The arrangements put in place **must** reflect the support given to the student in school, i.e. in the classroom, during internal school tests and mock examinations and thus should be the 'normal way of working' for the student. The school should be able to show a history of support and provision for the student. Thus, **the arrangement cannot suddenly be granted to the candidate at the time of his / her examinations.**

If the candidate has **never** made use of the arrangement granted to him/her, e.g. extra time or supervised rest breaks, then it is **not his/her normal way of working** and the school may consider withdrawing the arrangement.

The candidate **must** have a diagnostic assessment report, from no earlier than Year 3, confirming **a significant learning difficulty or disability which has a clear, measurable and substantial long term adverse effect on performance and speed of working.** This must have been undertaken by a specialist diagnostic assessor.

The English School policy regarding registrations for the external examinations:

The school's policy is that all students enter for their exam subjects for IGCSE, GCSE, GCE AS / A2 and IAL. The subjects which students are expected to enter are indicated on the expected entries document provided to them together with the relevant letter to parents. The expected entries will also be automatically displayed once the students login to the school's exams registration system.

The school strongly recommends that students register for all their exams (including exams for subjects they might follow outside the school) with a single exams centre, i.e. the school, for the summer exams session. Failure to do so might cause a schedule clash which the school will not be able to resolve.

The English School is an accredited examinations centre for Pearson/ Edexcel, Cambridge and AQA examinations.

Uniform – Summary of Items

Boys' Uniform



White Polo shirt S/S,
Forms 1-5



F. Blue Polo shirt S/S,
Forms 6-7



White Polo shirt L/S,
Forms 1-5



F. Blue Polo shirt L/S,
Forms 6-7



Charcoal Grey Boys'
Trousers



Charcoal Grey Junior
Boys' Trousers



Charcoal Grey Boys'
Bermuda



Scarf



V-Neck Sweater



College Sweatshirt -
Metal zip



Full Zip Polar Fleece



Anorak with Detachable
sleeves



Nike PE Tshirt in 4 House colors



Nike PE Short



Tracksuit Pant

Official Uniform



Shirt



Tie



Blazer

Classmates



Girls' Uniform



White Polo shirt girls' fit
S/S, Forms 1-5



F. Blue Polo shirt girls' fit
S/S, Forms 6-7



White Polo shirt girls' fit
L/S, Forms 1-5



F. Blue Polo shirt girls' fit
L/S, Forms 6-7



Charcoal Grey Trousers
(Tight Fit)



Charcoal Grey Trousers
(Regular Fit)



Skirt



Scarf



V-Neck Sweater



College Sweatshirt -
Metal zip



Full Zip Polar Fleece



Anorak with Detachable
sleeves



Sportswear

Nike PE Tshirt in 4 House colors



P.E Leggings



Tracksuit Pant

Official Uniform



Shirt - Girls' fit



Tie



Blazer

Where to find us:

***Classmates* Shop**

Our shop is located at 14 Photi Pitta str, 1065 Nicosia.

(same road as EAC Central Offices. Parallel to Stassikratous Str.)



Contact information

Tel: 22761080

Fax: 22765192

Email: drousko@drousko.com

Opening Hours

Monday 9:00 - 13:00, 15:00 - 18:30

Tuesday 9:00 - 13:00, 15:00 - 18:30

Wednesday 9:00 - 13:00

Thursday 9:00 - 13:00, 15:00 - 18:30

Friday 9:00 - 13:00, 15:00 - 18:30

Saturday 9:00 - 13:30

Sunday Closed

Online Store

The English School uniform can also be ordered online: www.classmates.com.cy

Classmates

Please note the following:

All students are expected to wear the correct school uniform and parents must ensure that this is done.

Note: that all items are badged with The English School colours and logos, so that we can achieve uniformity of colour and fabric. No items of uniform from other suppliers will be acceptable apart from the shoes and trainers.

Sports uniform:

1. The Nike School House shirt
2. The Nike blue School short or black stretch shorts (for girls only)
3. The blue School tracksuit
4. Any good quality trainers.

Regulations

- The highest standards of appearance, in dress, personal neatness and cleanliness, are expected of students at all times.
- Students coming to School improperly dressed or otherwise of unacceptable appearance, **may be sent home or kept out of class.**
- Non-uniform items are not allowed in school. This includes sweaters, T-shirts etc.
- Black or brown shoes only.



X



X



- **ONLY discreet** “Sleepers” may be worn if ears are pierced.
- No make-up is allowed at school except for Senior Girls (Years 6 and 7) who are allowed light make up and nail varnish.
- Boys in Years 1-5 **must be clean shaven.**

- Boys in Years 6 and 7 can expect a little more tolerance with regard to facial hair **but are not allowed to grow beards**. All boys in Years 6 and 7 are expected to be clean-shaven at the beginning of any school week (Normally, Monday, but this may be another day as a result of school holidays encroaching into the start of the week). Any boys with beards will be required to shave before returning to lessons or school.
- Hair must be neat and tidy. Extreme hair styles/haircuts are not allowed.
- No hoodies are permitted

The highest standards of appearance are expected at all times.

Students should take **pride** in their **school uniform**. If any student is found not to be in uniform or whose appearance is judged to be unacceptable, he or she may expect to be kept out of class until the correct uniform is worn or until general appearance has been addressed. Students who habitually come to school inappropriately dressed, or with unsatisfactory appearance will be sanctioned.





Student Health



The Nurse's office is centrally located in the Newham building – next to the canteen. First aid stations are also provided in the Staff Room of the Lloyd's Building, Science Building, Art Room, English centre, Design and Technology, Headmaster's office and P.E department. Travel First Aid kits are also available to staff for school excursions and residential visits.

Our aim is to ensure that the optimal health of every student is maintained. The School Nurse works alongside Form Tutors, Subject Teachers, Pastoral Care team and the Senior Leadership Team in encouraging and supporting every student to achieve academic success, irrespective of disease or disability. To do this the School Nurse will work with Parents/Guardians and other Health Professionals to ensure that the health needs of individual students are taken care of during the school day.

Parents and Guardians of all new students should have completed the Student Health Form on acceptance of their child's place. Following this, based on the information you provided, you may be contacted by the School Nurse so that we have accurate and up to date information about your child's health condition. There may be occasions, in the best interests of the student, where the School Nurse may need to discuss individual cases with Form Tutors, Subject teachers, Heads of Years and the Senior Leadership Team. All parents/guardians are encouraged to notify the School Nurse of any health concerns/problems that arise over the academic year. **If you have not yet completed a Student Health Form or would like to provide additional health information about your child, please contact the School Nurse or download and complete a Student Health Form from the health section of the school web site and return to the school.**

Absences and Illness

Please inform the school if your child is or will be absent from school. A student needs to bring a note the day he/she returns after absence and give this to their Form Tutor or an email should be sent to Reception. Students who are unwell should **not** be sent to school. However, there will be times when a student becomes unwell during school time. The student must inform their teacher that they wish to visit the Nurse. It is up to the discretion of the teacher whether the student is able to visit the Nurse alone. Often another student will accompany them for safety reasons. Written guidance is provided for staff on the procedure for what to do if a child becomes unwell at school. The School Nurse will also provide information and training for staff on allergies, asthma, diabetes, epilepsy and other relevant medical conditions.

All visits to the Nurse are documented for Health and Safety reasons. A confirmation note from the Nurse is given to students who are well enough to return to their class and this is given to their teacher. The Nurse or another member of staff will call parents or guardians, or an emergency contact, if their child needs to go home or requires urgent medical treatment. If the student is unable to walk; has an accident or the teacher deems it unsafe to do so, the Nurse will go to the student, assess the student, give First Aid and if necessary, notify the parents, guardians or emergency contact of the accident, injury or illness. This process is documented for Health and Safety reasons. An accident form is completed and given to the Headmaster and Health and Safety Officer.

Administration of non-prescribed medication

All medications should be given at home wherever possible. There will be occasions, however, when a student becomes unwell but not serious enough to leave school. The Nurse keeps Strepsils throat lozenges and the analgesics Calpol 6+ (contains Paracetamol), Panadol (contains Paracetamol) and Nurofen (contains Ibuprofen) and will only administer these medications under the following circumstances in the interests of Student Health and Safety:

The Consent to administer medication on the reverse of the Student Health Form is signed. The parents/guardians confirm that the student has taken Calpol 6+/Panadol/Nurofen/Strepsils/ before with no adverse effects. The Nurse will call parents to seek verbal consent for all students under the age of 17 years on each occasion for the administration of Calpol 6+, Panadol and Nurofen. This is documented for Health and Safety reasons.

Returning to school after surgery, serious illness or long absence

Please notify the Nurse as soon as possible if your child is returning to school after any surgery, serious illness or long absence so that the necessary arrangements can be arranged to facilitate their re-introduction to school life. The Nurse will arrange a meeting with parents and the Senior Leadership Team to discuss the needs of the student before returning to school.

According to the Data Protection Law 138(1)2001, the English School will collect and keep personal data only for the sole purpose of fulfilling its legal obligations and not for any other purpose.



General Promotion Criteria for Students

(For Academic Year 2019/2020)

The aim of this policy is not to send students away from the School but rather to support them in solving their academic and/or pastoral issues. However, the School will ask students to leave if it becomes evident that they no longer benefit from what the School offers and/or their behaviour is hindering other students' learning. The School uses the following Promotion Criteria when assessing a student's ability to move into a higher class/year:

From Years 1 to 5: A student's promotion to the next class will come into question if the following conditions apply:

- There is an E grade for English Language.
- There are two E grades, or three D grades (or a combination of these) in any subjects.

Promotion issues are discussed at the end-of-year Promotions Meeting composed of relevant staff. Crucial to this discussion will be the Effort Grades obtained, the student's potential for improvement and their discipline record. If serious weaknesses persist, Year 3 is the best opportunity for a student to leave the School and continue with his/her education at another school. Attendance of less than 85% (this is the minimum requirement) and accumulation of more than 30 behaviour points will bring the students promotion into question. Those students achieving D or E grades will be asked to study over the summer break and re-sit their end-of-year exams at the beginning of September.

From Year 5 to 6: A minimum of six (I)GCSEs with grades of A*-C (grades 9 to 4) are required which must include English Language and Mathematics. Grade B (grade 6) is preferred in those subjects chosen as options. For Mathematics a grade A (grade 7/8) is required for the normal A level and grade A* (grade 8/9) for the double maths courses coupled to adequate performance in any maths exam taken in Year 5. Obtaining a grade C or lower, in an option subject will require the permission of the Head of Department for a student to continue. The end of Year 5 is another opportunity for students with serious academic weaknesses and/or behavioural problems to leave the School and continue their education elsewhere.

From Year 6 to 7: For a student to be promoted to Year 7 they must achieve a Grade D in at least three of the four AS studied in Year 6. This is the minimum academic requirement for promotion to Year 7. Students failing to achieve these requirements will be asked to repeat Year 6 or leave the School.

Issuing of a Leaving Certificate: Students and their parents should be aware that a Leaving Certificate will only be issued if the graduating student has passed six (I)GCSEs with grades A*-C, an AS Level and three A Levels in subjects taken at the School. If a student does not achieve these minimum requirements or chooses to leave at the end of Year 6, he/she will be issued with a Certificate of Attendance showing the qualifications they have gained and the year of graduation.

Together with the academic criteria for all years there is also an attendance criterion in order to qualify for the Leaving Certificate (See separate policy). Poor punctuality, attitude and behaviour will also result in promotion difficulties, particularly if these have affected attainment or the learning of other students. The promotion criteria outlined will be strictly applied since they represent the minimum requirements for the School to build a meaningful academic programme for each student.

Promotion to the Sixth Form (For Academic Year 2019-2020)

Admission to the Sixth Form of the English School is dependent upon satisfactory results at (I)GCSE. The normal minimum requirement for entry to the Sixth Form is SIX passes (grades A* to C or grade 9 to 4) at (I)GCSE in subjects

taken at the School. No student will normally be admitted without a (I)GCSE (grades A* to C or grade 9 to 4) in both English Language and Mathematics.

We expect all students admitted to the Sixth Form to pursue a full programme of FOUR AS level courses. Students will normally only be allowed to embark upon an AS Level course if a pass at Grade B (grade 6) or better has been obtained in that subject at (I)GCSE. For mathematics a grade A (grade 7/8) is required for the normal A level and grade A* (grade 8/9) for the double maths courses together with adequate performance in any maths exam taken in Year 5.

Students with fewer than six (I)GCSE passes (grades A* to C or grade 9 to 4) will not under any circumstances be promoted to the Sixth Form.

When establishing the number of (I)GCSE passes of a student, the following rules should be noted:

1. Non-school subjects (such as Accounting) or those studied outside the School will not be accepted. 2. Passes in Modern Greek and Classical Greek will be counted as one pass because they represent the same subject when studied at the School. Additionally the A level in Modern Greek is not included in the six (I)GCSEs required.

Students who do not achieve the minimum entry requirements for the Sixth Form, or for the AS courses they wish to pursue, must either repeat Year 5 or leave the school.

Further to the academic requirements outlined above issues of attendance (see separate policy), attitude and conduct will also be taken into account when promoting a student. Based on the School's records a student may be asked to leave the School for unsatisfactory attendance (less than the minimum of 85%) attitude and / or conduct (more than 30 behaviour points) despite him/her achieving the minimum academic requirements for promotion.

Promotion to the Seventh Form (For Academic Year 2019-2020)

In order to enter the 7th Form and pursue the normal programme a student must normally have secured GRADE D OR BETTER AT AS LEVEL IN A MINIMUM OF THREE SUBJECTS TO BE TAKEN IN YEAR 7.

In the event of a student failing to obtain a pass at Grade D or better in a subject in which her/his MOCK RESULT AND PREDICTED GRADE WERE C OR HIGHER, the Headmaster reserves the right, at his/her absolute discretion and after consultation with Heads of Department and his/her teacher, to allow the student to undertake the A level course and retake the AS exams if necessary.

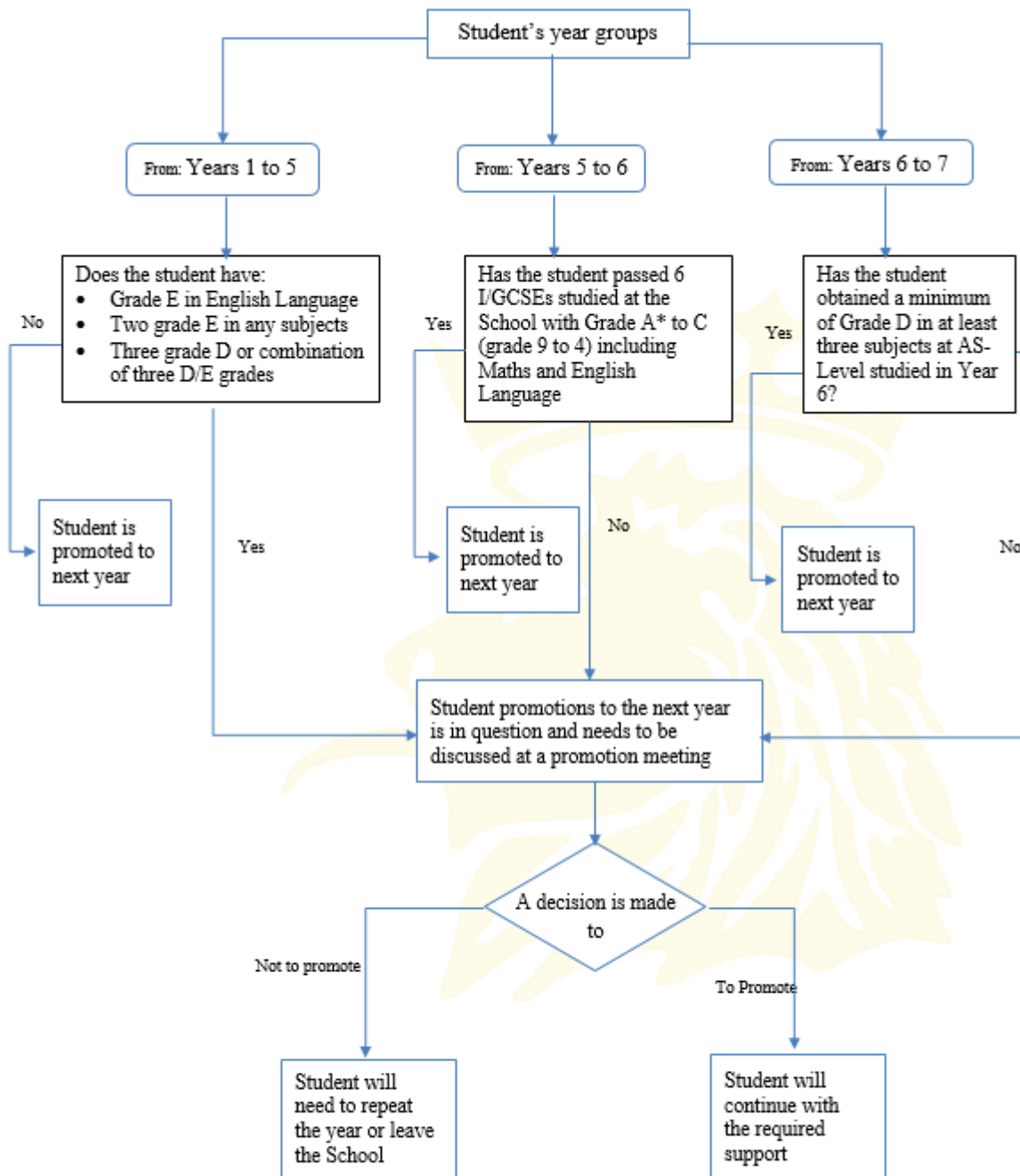
In the event of a student securing fewer than the three AS level passes at grade D required for the study of Year 7 A levels they will either need to repeat Year 6 or leave the School.

Students and their parents should be aware that a Leaving Certificate will only be issued if the graduating student has passed with six (I)GCSEs with grades A* - C (grades 9 to 4), an AS Level and three A Levels in subjects taken at the School. In the event that a student does not achieve these minimum requirements they will be issued with a Certificate of Attendance showing the qualifications they have gained and the year of graduation.

Further to the academic requirements outlined above issues of attendance (see separate policy), attitude and conduct will also be taken into account when promoting a student. Based on the School's records a student may be asked to leave the School for unsatisfactory attendance (less than the minimum of 85%) attitude and / or conduct (more than 30 behaviour points) despite him/her achieving the minimum academic requirements for promotion.

In the event of any dispute as to entitlement, the decision of the Headmaster shall be final.

General Promotion Criteria for Students (For Academic Year 2019/2020)



Note: There are also attendance, attitude and behaviour criteria for promotion to the next year group. See policy for details. Students in Year 1-4 obtaining D or E grade will be asked to re-sit their end-of-year exams in September



Policy regarding Private Lessons

The School evaluates and modifies its curriculum on a regular basis to ensure that it meets the needs of the students. Excellent examination results and entry of students to top class universities shows that the main principles of the curriculum breadth; balance; and progression are being met. For these reasons the School strongly discourages students from taking private lessons because they are usually unnecessary and ultimately do not enhance a student's prospects for gaining university admission.

Students should only consider taking private lessons for the following reasons:

- When a school based subject cannot be taken because a set has not been formed due to low demand or time tabling restrictions.
- For remedial work on the advice of the student's teacher / Head of Department.
- To enrich the student's educational experience without interfering with their school based subjects or programme.

Attendance at School and any other school exams / activities will always take priority over private lessons or externally taken subjects. This implies that the curriculum requirements of the School cannot be changed to meet the needs of private tuition.

The School will not be including subjects studied outside the School (completely or parts e.g. Maths units) on the School Leaving Certificate.

In the event that students take private lessons or subjects outside the School without the School's knowledge, the School could take the following actions:

- Record the fact that they have taken private lessons without the Schools knowledge in their personal file.
- Comment on the fact that they have not followed school procedures when taking private lessons in any references the school writes.
- Not enter the students for examinations for subjects / units taken through private lessons which the school has had no knowledge of.

The policy is intended to protect students from overloading their academic programme at the expense of wider reading and activities which help develop their emotional intelligence. Such wider reading and engagement in extracurricular activities are also important for university entry. Furthermore, by keeping a record of the students taking private lessons the school can monitor this complex area of the school's work and take any appropriate action.

Those students wanting to take private lessons should fill in the appropriate form available from the Main Office or the School website and return it to the Main Office for circulation. If the School disapproves of the application a meeting / communication will take place with the parent / student to discuss and clarify the matter.



THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

REQUEST FOR PRIVATE LESSONS

Complete this form and hand in to the Main Office for the necessary comments and signatures. **Please read the policy attached carefully.**

Student's Name: _____	Class : _____
Subject: _____	Level : _____
Teacher: _____	Year of Exam : _____
Date of the request: _____	

Reason (s) for taking private lessons:

Head of Department
Comments:

Approved / Advice needed
Signature: _____ Date: _____

Deputy Headmaster
Comments:

Approved / Advice needed
Signature: _____ Date: _____



The English School Performing Arts Department and Activities

You are joining a long tradition of students who have come to the school and who have enjoyed music, drama, taken instrumental lessons, sung in the choir and performed in plays and musicals. There are many opportunities to become involved - the only thing missing is YOU!

To give you a brief taste of our activities, the school year 2018-2019 included our annual Talent Night performance at Strovolos Theatre, a joint Musical Vibes / Unite concert with other schools, a trip for 95 Music, Art and Drama students to Vienna and Arts Week with the theme "The Arts are Alive!"

Next school year looks just as exciting. We are planning activities and performances for all year groups as well as a full musical – our choice for next year is "Grease" – 15 years after our first iconic performance of this smash hit with music from the 1950s.

We strongly recommend that you come and visit us in our new music suite, situated just behind the Hall, and talk to us about how you can get involved. Whatever you decide to take part in, we plan to make your experience as rewarding and enjoyable as possible.

Here are some of the things available to you on joining the school:

Instrumental Lessons

We offer paid instrumental lessons in all instruments, including piano, electric and classical guitar, bass guitar, drums and voice. For more information on this programme and how to register, please click [here](#).

For the year 2018 – 2019 there will be a few orchestral scholarships available – more details will be available at the beginning of the school year. Scholarships comprise the loan of the instrument and one 30 minute lesson per week. Please note that currently, scholarships are limited to the orchestral instruments only.

Lessons in Music Theory

We also offer lessons in small groups for music theory:

- o Grade 5 (no previous knowledge required) – 8 month course
- o Grade 6 (a pass in Grade 5 is required) – 1 year course
- o Grade 7 & 8 (a pass in Grade 6 is required) – 1 – 2 year course

The day and cost of these lessons depends on the students involved. Click [here](#) for further details.

Performing Arts Clubs:

Choir

Do you like to sing? Perhaps you enjoy singing but not on your own? Or maybe, you weren't in the choir at your Primary School but you want to try something different? If so, the choir is for you!

The Junior Choir is open to all students in years 1 – 4. Rehearsals are as follows:

Thursdays	2:10 – 3:30	Girls
Fridays	2:10 – 3:00	Boys

Nearer the time of performance extra joint rehearsals are arranged.

We encourage students to take part in the choir and experience the joy of group singing in a large enthusiastic group! We work on the basics of good singing through a variety of musical styles. Extra care is taken of the boys' changing voices at this crucial stage in their development. This is a fun, high energy group with lots of public appearances planned throughout the year.

Drama Club

Junior Drama club meets once a week and is open to all students in years 1 – 3.

The drama club brings the joy and power of drama to students through structured performances. You will have the chance to experience the excitement and rewards of theatre arts while developing poise, social skills, confidence and the ability to work with others.

At the end of year 3 you will have the chance to choose Drama GCSE.

Talent Night

Dancing, singing, playing in a band, acting - Talent Night is one of the most popular events of the school year. The feeling of performing alongside your friends in a professional theatre to a big audience is priceless. You also learn team-work, discipline and commitment, having fun along the way.

Auditions are open to all students – but please note that the standard is very high so start practicing now!

We are available to advise, help and guide you – come and talk to us.

Students are invited to visit us in the music room at break time to discuss any of the activities. Notices are also posted on the school website. <http://www.englishschool.ac.cy/> Please do not hesitate to call (22 799342) or Email: music@englishschool.ac.cy for any further details regarding all activities.

Anna Tellalis	Assistant Head / Extra Curricular Activities, Music Department
Athena Agrotis	Drama Teacher
Monica Theodotou	Instrumental Programme co-ordinator / Extra-Curricular Music / KS 4 and 5 Music
Leonie Hadjithomas	Music Teacher KS 3

Instrumental staff:

- Eleana Andreou - Double Bass
- Ronja Burve - Voice
- Evaggelos Christodoulou - Bassoon
- Konstantinos Efraimides - Clarinet / Sax
- Renos Efstathiou - Classical Guitar
- Gareth Griffiths - Trumpet / Trombone
- Leonie Hadjithoma - Piano
- Nicholas Papageorgiou - Violin / Viola
- Annita Skoutella - French Horn / Trombone
- Marios Spyrou - Drums
- Monica Theodotou - Oboe
- Odysseas Toumazou - Electric Guitar
- Diamanto Yiassemidou - Flute
- Doros Zesemos – Cello

To find out more about our instrumental teachers please visit our website.

Lastly – it's mostly up to you to get involved. Many students form bands, organize events, help with plays and festivals. Come and talk to us - we will help you.

Walking with the Stars
Music and Drama Department



FOUNDED 1900

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE



A choice for life



Physical Education – Afternoon Games

Afternoon Games is one of the long-standing traditions of the English School aiming to provide further sporting opportunities to our students within our House system. They participate in a variety of sports activities with younger and older boys and girls, under the guidance of their Head of House. Students are exposed to a wide range of sports and are supervised by the members of the PE Department and our Specialist Afternoon Games Coaches. They have the opportunity to participate competitively in school sport when they are selected to represent their House and they also have the chance to develop into leaders, captaining their peers. Those who prefer a more relaxed, social and fun approach to sport, may participate in non-competitive physical recreation activities, through which they can strengthen their friendships and improve their fitness.

Afternoon Games Activities

We have continued to develop and enrich the programme of activities that we offer to our students, working with a number of specialist coaches. Following feedback from students, we decided to maintain the activities that were introduced in past years, such as Martial Arts/Self –Defence, Dance, Yoga, Handball and various Fitness Classes. Of course, we will also continue to provide the “tried and tested” options of Basketball, Volleyball, Table Tennis, Badminton, Football, Softball, Athletics, Futsal, Hockey and Tennis.

Our aim is to continuously monitor the activities that we provide to ensure that a wide variety of quality sports opportunities are made available to our students. We would be happy to receive feedback from any student/parent on any aspect of the PE Department Afternoon Activities programme.

Afternoon Games Days and Times

Afternoon Games is a compulsory part of the school curriculum and all students in years 1-6 are expected to attend on the relevant days and times.

- Junior Boys Games: Thursday 2:10-3:30 p.m.
- Senior Boys Games: Monday 2:10-3:30 p.m.
- Junior Girls Games: Friday: 2:10-3:30 p.m.
- Senior Girls Games: Tuesday: 2:10-3:30 p.m.

Students leaving the School site whilst waiting for Afternoon Games:

Some students leave the School site in the time between the end of morning lessons and 2.10 p.m. when Afternoon Games begin. There are issues of safety involved but the School cannot prevent students leaving after the final bell for morning lessons nor can the School accept any responsibility for anything that may happen whilst students are off-site. There is no direct supervision of students during this time at School but there are always teachers around or other responsible adults who can help if the need arises. The School advises that students stay on the School site during this time for their own safety, since they have the option of using the School Canteen to buy food and drinks.

Changing Rooms and Personal Belongings

Students should use the changing rooms to change into their PE uniforms for their sports lessons and Afternoon Games. A number of lockers are provided in the changing room corridor, where students can secure their valuables, using a small padlock of their own (preferably a combination lock). Following requests from students, we have decided to allow those who wish, to take their school and/or sports bags with them to the facility that they will be using for Afternoon Games, so that they can better monitor their own belongings.

Given that about 250 students will be participating in Afternoon Games each time, then everyone should take special care to look after their own belongings and valuables. The PE Department takes no responsibility for valuables that are not secured in the lockers.

Advice to Students

Students are encouraged to use sunscreen and a hat to protect themselves from the sun during Afternoon Games. Also, it is good practice for everyone to have a water bottle with them, especially during the hotter months of the year, as well as an extra T-shirt to change into at the end of their activity.

Absence from Afternoon Games

Afternoon Games is part of the school programme of students in years 1-6 and attendance is expected, as for all other parts of the curriculum. Students/Parents need to inform the School well **in advance** of any planned absences from Afternoon Games, to ensure the safety of our students. Please note that the same established procedures for leaving school early also apply to Afternoon Games:

- If a student needs to leave school early which involves them not attending Afternoon Games, then they need to make arrangements, in the normal procedure, through the Main Office.
- If a student needs to leave school early because they are not feeling well, then they need to make arrangements with the School Nurse, preferably during one of the breaks. Please note that she will be based in the Sports Centre PE Office during Afternoon Games.
- Any other means of attempting to inform the School about absences from Afternoon Games (notes through other students to the PE Department/Heads of House) will not be accepted.
- If a student is absent from Afternoon Games and no arrangements were made with the Main Office nor with the School Nurse **in advance**, then they will receive an “unjustified absence”. The consequence for an unjustified absence or truancy is detention together with 5 behaviour points issued to the student, in line with school policy. If a valid excuse is presented to the School after the student was absent from Afternoon Games, then the detention will be removed and 2 behaviour points will be issued for not making the required arrangements (for the student to be absent from Afternoon Games) **in advance**.

Medically Excused Students

Students who cannot participate in physical activity and have presented a valid medical certificate to the School Nurse, will be offered a non-physical option for Afternoon Games. Therefore, they will still be able and expected to participate in this part of the school programme under the supervision of one of our members of staff.

Cancellation of Afternoon Games due to the weather

A decision will be made as to whether Afternoon Games need to be cancelled due to weather conditions by 2nd break, so that students can inform their parents and make arrangements to leave school earlier.

School Team Practices and Sports Clubs Training Sessions

The PE Department offers a wide range of School Teams/Sports Clubs this year in a variety of sports, for all ages of the school: Basketball, Volleyball, Football, Athletics, Hockey, Cross-Country, Tennis, Table-Tennis, Handball, Choreography and Futsal. Furthermore, we will provide opportunities to our students to represent the School in other sports such as Biathlon, Badminton and Swimming.

Our school teams train regularly and participate in the Ministry of Education Competitions, as well as in a number of tournaments that are organised mostly by the Nicosia Private Schools. In recent years, our school teams had numerous successes in many sports, both in the Ministry of Education as well as in other Nicosia and Pancyprian Competitions.

Further details on the timing and venue of School Team Practices and Sports Club Training Sessions are available in the PE Department's website.

Sports Uniform Supplier

Supplier: CLASSMATES

The shop is located at 14 Photi Pitta

1065 Nicosia - *(same road as EAC Central Offices. Parallel to Stassikratous street)*

Contact information:

Tel: 22761080

Fax: 22765192

Email: drousko@drousko.com

NB: All items are badged with The English School colours and logos, so that we achieve uniformity of colour and fabric. No items of uniform from other suppliers will be acceptable apart from the shoes/trainers.

Sports uniform

1. The Nike School House shirt
2. The Nike blue School shorts or black stretch shorts (for girls only)
3. The blue School tracksuit
4. Any good quality trainers (clean indoor shoes are required for the Sports Centre)





Complaints Procedure – Statement for parents and guardians

Introduction

The English School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a concern or complaint, they can expect it to be treated by the school in accordance with this procedure.

Stage 1 - Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally. If parents have a complaint or concern they should normally contact their child's Form Tutor who will inform their Head of Year. In many cases, the matter will be resolved immediately by this means to the parents' satisfaction. If the matter is of an academic nature, it is likely that the Head of Year will discuss it with, or refer the matter to, the relevant Head of Department. If the Head of Year cannot resolve the matter alone, it may be necessary for them to consult a more senior colleague. The Head of Year will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 5 working days, or in the event that the Head of Year and the parent fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage 2 of this procedure, if they wish to do so. Parents may express their concerns to a designated representative of The English School Parents Association (ESPA) who may bring the concern to the appropriate Head of Year, or Senior Management, if multiple concerns have been received or the concern is a non-year group specific issue.

Board members should not be approached regarding any concern or complaint as this may hinder their objectivity, if required, in stage 3 of the process. Our Board will politely guide you to the correct channel, or staff who can provide advice. Advice may be sought from the Secretary to the Board, Headmaster's PA, SMT Secretary, Reception or ESPA.

Stage 2 - Formal Resolution

If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headmaster. The Headmaster will decide, after considering the complaint, upon the appropriate course of action to take. In most cases, the Headmaster or a member of the Senior Management Team will speak to the parents concerned within 5 working days of receiving the complaint to discuss the matter. If possible, a resolution will be reached at this stage. It may be necessary for the Headmaster (or his Deputy or an Assistant Head) to carry out further investigations. The Headmaster will keep written records of all meetings and interviews held in relation to the complaint. Once he is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

Stage 3 - Panel Hearing

If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they should write to the Secretary of the Board of Management (board@englishschool.ac.cy), who will refer the matter to the Chairman of the Board who has the discretion to determine if the matter does not warrant further consideration and close the process at this point, or feels that it does warrant further consideration and the matter will then be referred to the Complaints Panel. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Chairman of the Board, on behalf of the Panel, who will then acknowledge the complaint and schedule a hearing to take place as soon as practicable, and normally within 10 working days. If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied

in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 5 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. the Board of Management





The English School, Staff List 2019-2020

Senior Leadership Team

Senior Leadership Team

Name	Areas of responsibility
Mr David Lambon	Headmaster
Mr Yiannis Georgiou	Assistant Head - Pastoral Care Years 6-7, Designated Safeguard Lead, i/c 6th/7th Form Curriculum Development
Ms Popi Grouta	Assistant Head - Teaching and Learning, Educational visits
Ms Elena Ignatiou	Assistant Head - Pastoral Care of Years 1-3, Development of IT to support Teaching and Learning
Ms Ursula Pantelides	Assistant Head - Timetable, Examinations, Admissions and Data
Ms Anne-Marie Tellalis	Assistant Head - Pastoral Care of Years 4-5, SEN/Gifted and talented coordinator, Extra-curricular activities

Teaching Staff

Name and Department	Staff Code	Post
---------------------	------------	------

Art and Design Department

Mr Christopher Christou	CCR	Head of Department
Ms Evanthia Nicou		

Biology Department

Dr Maria Koutsoudis	MKO	Head of Department
Ms Tracey Hewitt	TRH	
Dr Catherine Panayiotou	CPN	
Ms Androulla Parikian	APA	
Dr Maria Pieri	MPR	Lower School Science Co-ordinator

Chemistry Department

Dr Sanjay Hurhangee	SHU	Teacher in-charge
Mr Chris Brown	BRO	
Dr Maria Leigh	MLE	
Dr Sophia Michaelidou	SMI	
Mr George Papageorgiou	GPA	

Computing Studies Department

Ms Thekla Papastavrou	TPA	Teacher in-charge
Mr Kamil Kutoglu	KKU	

Design and Technology Department

Mr Stelios Theodosiou	THE	Head of Department
Ms Olia Antoniadou	OAN	
Ms Nicoletta Stavrides	STU	

Economics and Business Studies Department

Ms Antoinetta Skordi	ASK	Head of Department
Ms Maria Criticos	MCR	
Ms Popi Grouta	GRU	
Mr Tryfonas Hadjichristoforou	THA	
Mr Panayiotis Kkailas	PKK	
Mr Demetris Moiseos	DMO	
Ms Christiana Nicolaou	CNI	

English Department

Ms Emily Papandreou	EMP	Head of Department
Ms Shura Economou	ECO	
Mr Yiannis Georgiou	GEO	
Ms Areti Hadjigeorgiou	AHG	
Mr Demos Kaoullas	DKA	Head of Year 4
Ms Christina Karaviotou	CKA	
Dr Selma Karayalcin	SKA	
Ms Christina Koumandari	CKO	
Ms Karen Mason Corkhill	KMA	
Ms Anna Melis	AME	
Ms Ursula Pantelides	UPA	
Ms Christina Papadopoulos	CPA	2nd in-charge
Ms Emily Protopapa	PRO	
Ms Alexandra Souroullas	ASO	
Ms Effie Theodosiou	ETH	

Geography Department

Mr Harutiun Boyadjian	BOH	Head of Department
Mr Nicholas Charalambous	NCH	
Mr James Lodge	JLO	
Ms Nastazia Mavromichalou	NMA	

Global Perspectives Department

Ms Luzdary Hammad-Stavrou	LHS	
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Greek Department

Ms Christina Ioakimidou	CIO	Head of Department
Ms Andrie Constantinou	ACO	
Ms Andri Ioannou	AIO	
Ms Ioanna Koronaki	IKO	
Ms Stavroulla Lofiti	SLO	
Ms Niki Melanidou	NME	
Ms Marilena Neocleous	MAR	
Ms Ioanna Nicolaou	ION	
Ms Evgenia Nikiforou	ENI	
Ms Maro Polydorou	POL	
Dr Eva Polyviou	EPO	
Mr Panos Polyzogopoulos	PPO	
Ms Vivian Polyzogopoulos	VPO	

History Department

Mr James Corkhill	JCO	Head of Department
Ms Maria Constantinidou	MCN	
Ms Alexia Haroutunian	AHA	
Ms Sylvana Jamgochian	SJA	
Ms Maria Rousou	MRO	

Mathematics Department

Ms Stavroula Mylona Neocleous	SNE	Head of Department
Mr Benjamin Boyadjian	BBO	
Ms Andrea Demetriou	ADM	
Mr Andreas Demetriou	ADN	
Ms Rena Demetriou	DMU	
Mr Michalis Gavrielides	MGA	
Mr Philip Georghiades	PGE	
Mr Lenos Hadjikos	LEH	
Mr Michael Hadjikos	MHA	
Ms Myrto Hassapopoulou	MYH	
Ms Elena Ignatiou	EIG	
Mr Christos Kilaniotis	CKI	
Mr Kamil Kutoglu	KKU	
Mr Nicholas Nikandrou	NIK	
Mr George Papamichael	PAG	
Ms Katerina Papastavrou	PAK	
Ms Maria Pericleous	MPE	
Mr Charis Sisou	CSI	
Ms Maryenda Stefanou	STM	
Mr George Zannoupas	GZA	

Modern Languages Department

Ms Megan Cottam	MEC	Head of Department
Ms Stalo Achilleos	SAC	
Mr Stylianos Andreou	STN	
Ms Rolla Christopoulos	RCH	
Ms Vanessa Crambert	CRV	
Ms Chryso Konstantinou	CCO	
Ms Miguel Matayoshi	MMA	
Ms Maria Lenou Pantelidou	MLP	
Ms Virginia Rengel Kefala	VRE	

Music Department

Ms Anne-Marie Tellalis	AMT	
Ms Leonie Hadjithoma	LHA	Teacher in-charge of KS3
Ms Monica Theodotou	MTH	Teacher in-charge of KS4-5

Instrumentalists

Eleana Andreou - Double Bass
Ronja Burve - Voice
Evangelos Christodoulou - Bassoon
Konstantinos Efraimides - Clarinet / Sax
Renos Efstathiou - Classical Guitar
Gareth Griffiths - Trumpet / Trombone
Leonie Hadjithoma - Piano
Nicholas Papagiorgio - Violin / Viola
Annita Skoutella - French Horn / Trombone
Marios Spyrou - Drums
Monica Theodotou - Oboe
Odysseas Toumbazou - Electric Guitar
Diamanto Yiassemidou - Flute
Doros Zesimos - Cello

Physical Education Department

Mr Yiannos Papaioannou	PAP	Head of Department
Ms Elena Chrysanthou Yiatrou	CHU	
Mr Andreas Ioannou	ANI	
Ms Rafaella Neocleous	RNE	
Mr Xenios Polydorou	XPO	

Physics Department

Ms Despina Lagos	DLA	Head of Department
Mr Charalambos Aristidou	CAR	
Ms Maria Christodoulou	MCH	
Mr Gregoris Demetriou	GDE	
Ms Katie Demetriou	KDE	
Dr Christophoros Mannaris	CMA	
Ms Nicoletta Nicolaou	NNI	
Mr Christos Symeonides	CSY	

Religious Instruction and Religious Education Department

Bishop Chrysostomos	FCH	
Dr Panayiotis Thoma	PTH	

Turkish Department

Mr Ulker Uzuner	UUZ	Head of Department
Ms Maria Siakalli	MSI	

Support Staff

Staff Name	Code	Title	Email
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Administration			
Ms Souzana Anastasiou	SAN	MLM General Secretary	Souzana.Anastasiou@englishschool.ac.cy
Ms Georgia Kontopirghou	GKO	Executive Administrator to the Headmaster	staffgko@englishschool.ac.cy
Ms Elena Michaelides	EMI	Administration Assistant	Elena.Michaelides@englishschool.ac.cy Pastoral@englishschool.ac.cy (Pastoral) NoticesEvents@englishschool.ac.cy (Notices) webinfoupdate@englishschool.ac.cy (Update Website and Social Media) ecom@englishschool.ac.cy (Communication to Parents/Students)
Ms Angela Pericleous	APE	Receptionist	Angela.Pericleous@englishschool.ac.cy

Counsellor			
Ms Olivia Kyriacou	OKY	Counsellor	counsellor@englishschool.ac.cy

Career/Library Department			
Ms Natasa Ashioti	NAT	UCAS & Careers / LRC Manager	Natasa.Ashiotis@englishschool.ac.cy
Ms Elena Bashiardes	EBA	Library Assistant	Elena.Bashiardes@englishschool.ac.cy
Ms Stella Nicolaou	SNI	Universities Administrator	Stella.Nicolaou@englishschool.ac.cy

HR Department			
Ms Lilian Charis Tourapi	LTO	Human Resource Manager	Lilian.Tourapi@englishschool.ac.cy

Accounts Department			
Mr Costas Farsides	CFA	Board Accountant	Constantinos.Farsides@englishschool.ac.cy
Ms Krystallo Adamou	KRY	Finance Assistant	Stalo.Adamou@englishschool.ac.cy
Ms Argyro Protopapa	ARG	Accountant	Argyro.Protopapa@englishschool.ac.cy

Exams, Assessment, Data and Admissions Department			
Ms Elena Kazantzi	EGR	Exams, Assessment, Data and Admissions	elena.kazantzi@englishschool.ac.cy
Ms Christina Kkolou	CKK	Exams, Assessment, Data and Admissions	christina.kkolou@englishschool.ac.cy

ICT Department			
Mr Demetris Souroullas	DSO	ICT Administrator	Demetris.Souroullas@englishschool.ac.cy
Mr Marios Koupepides	MKU	ICT Technician	Marios.Koupepides@englishschool.ac.cy
Mr Yiannos Nearchou	YNE	ICT Technician	Yiannos.Nearchou@englishschool.ac.cy

School Nurse			
Ms Despina Giannikouri	DGI	School Nurse	Despina.Giannikouri@englishschool.ac.cy

Security Guard			
Mr Marios Hadjizorzis	MAH	Security Guard	staffmah@englishschool.ac.cy

Lab Assistants			
Ms Virginia Bakarian	VBA	Laboratory Assistant	Virginia.Bakarian@englishschool.ac.cy
Ms Nadia Ioannou	NIO	Laboratory Assistant	Nadia.Ioannou@englishschool.ac.cy
Mr Apostolos Kouroufexis	AKO	Laboratory Assistant	Apostolos.Kouroufexis@englishschool.ac.cy

Gym Instructor			
Mr Vasileios Tsatsanis	VTS	Gym Instructor	Vasileios.Tsatsanis@englishschool.ac.cy

Technical and Grounds Department

Mr George Venizelos	GVE	Technical and Grounds Supervisor	George.Venizelou@englishschool.ac.cy
Mr Savvas Charalambous		Worker	
Mr Kyriacos Spyrou		Worker	
Mr Loizos Loizou		Groundsman	
Ms Maria Andreou		Cleaner	
Ms Darina Antonova		Cleaner	
Ms Georgia Kyriacou		Cleaner	
Ms Theodora Kyriacou		Cleaner	
Ms Athinoula Petridou		Cleaner	
Ms Athinoula Roti		Cleaner	

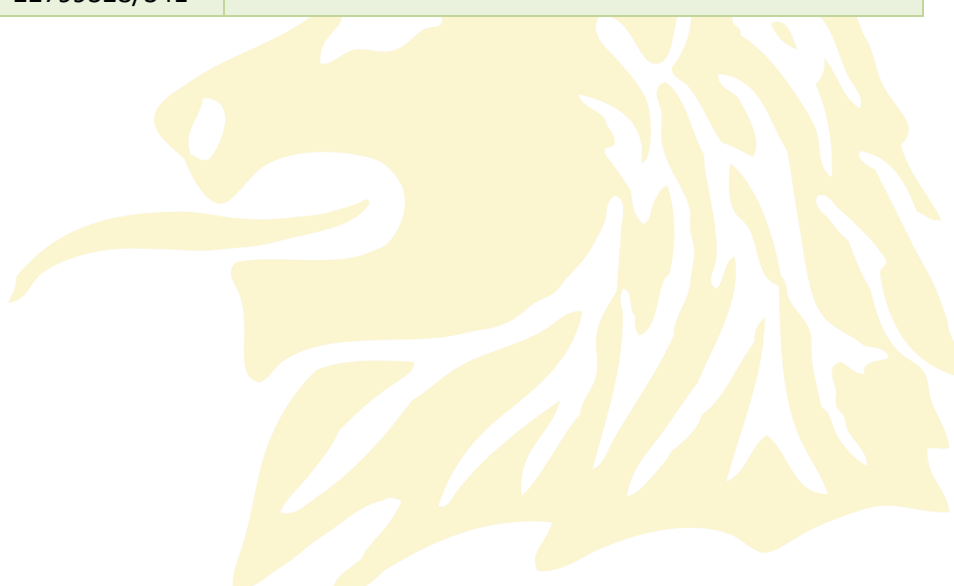




School Information

Address: P.O. Box 23575, CY-1684 Nicosia, Cyprus
Telephone: 22799300
Fax: 22799301
Email: info@englishschool.ac.cy
Website: <https://www.englishschool.ac.cy>
Facebook: <https://www.facebook.com/TheEnglishSchoolNicosia/>
YouTube: https://www.youtube.com/channel/UCpSVVX_wHimCxyWA9_8WhA
LinkedIn: <https://www.linkedin.com/school/the-english-school-nicosia/>
Instagram: https://www.instagram.com/the_english_school_nicosia/

Useful Telephone Numbers/Emails:		
Reception	22799300	info@englishschool.ac.cy
Main Office	22799304	info@englishschool.ac.cy
Headmaster's Personal Assistant	22799302	Georgia.Kontopirghou@englishschool.ac.cy
Administration Assistant	22799305	Elena.Michaelides@englishschool.ac.cy
Pastoral Issues	22799305	pastoral@englishschool.ac.cy
IT Department	22799307	helpdesk@englishschool.ac.cy
Data & Examination Office	22799303	exams@englishschool.ac.cy
Board Accountant	22799321	Constantinos.Farsides@englishschool.ac.cy
Careers Office	22799397	careers.office@englishschool.ac.cy
Library Resource Centre	22799322	Elena.Bashiardes@englishschool.ac.cy
Human Resources Manager	22799515	Lilian.Tourapi@englishschool.ac.cy
School Nurse	22799366	nurse@englishschool.ac.cy
Canteen	22799328/341	





The English School
Po Box 23575
CY-1684 Nicosia
Tel: +357-22799300
Fax: +357-799301