

Parent/Pupil Handbook



Kuwait National English School

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Accredited by:



Member of:



Revised September 2019

Dear Parents/Pupils,


The Governing Body and all the Management Team welcome you and your children to our Kuwait National English School.

We sincerely hope that all the information here enclosed, will help you to understand, the structure, the operation, the school rules, the student code of conduct, an outline of our educational aims and various information you need to be familiar with.

Should you need further explanation and questions to ask, please do not hesitate to contact us to make an appointment and meet one member of the Management Team.

May I take the opportunity of wishing every pupil the time spent with us at Kuwait National English School to be the most formative one.

Yours sincerely,


M. Gharabally,
Head of School
Kuwait National English School

Enclosure

Note: The information contained in this booklet refers to the current session and is accurate at the time of printing. Although the booklet will be reviewed each year there may be changes in the school in the interim period.

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Senior Management

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KNES Mission Statement

“While engaged in our scholastic pursuit towards excellence in all academic areas we recognize all the moral values in building Humanity and engage ourselves to act upon issues threatening our Human Family and hence our Earth Home.”

Extended Mission Statement

All students at Kuwait National English School are members of an international community; they get to know each other and learn to respect each other.

We aim to build their personalities, to broaden their minds, to increase their knowledge in all academic subjects, to prepare them while they develop their knowledge, to be ready to tackle different issues: human, social, cultural scientific, environmental...

In other words, we prepare our students to be fully responsible, to develop intercultural understanding and be internationally minded. We aim to develop their intellectual and cognitive skills as well as physical, social and artistic skills but, we aim also to prepare our students to be fully responsible citizens, conscious not only of their rights but also of their duties as being part of the “Human Family” and to take care of our “Earth Home”.

“Education, and only the right one, means liberation; ignorance is the worst sign of slavery”

“Education, and only the right one, means liberation; ignorance is the worst sign of slavery”

Condorcet 1743 – 1794

French Philosopher,

Politician and Mathematician

Early Years

Mission Statement for the Young Learners

We the young students at KNES are members of a worldwide neighbourhood. We get to know one another and learn to respect each other's differences. We build our individual characters, improve our abilities and learn to be responsible. We take care of our school family and environment.

Mission Statement

for the Special Educational Needs Department

At KNES we strive to help our students from SEN to become independent individuals and be able to cope and participate in society in general.

School Philosophy

Our school is international in its students and in its variety of teachers, with many British and international staff as well as French native speaking teachers for the French Department, Arabic teachers for the Arabic and Islamic Departments.

We aim to build a community, gathering people from different cultural backgrounds in which everyone recognizes our common humanity and destiny. Our students learn and understand that we are living in fragile limited, interdependent world and which is in permanent mutation.

We believe that our students from different origins and of different nationalities benefit from members of staff also from different cultures with wide professional experience

The school recruits teachers and staff who offer this experience and tries to give them conditions of work that can help them to allow students to achieve their full potential.

Students, who come to KNES, often go somewhere else to continue, their studies according to activities of their parents. We have to take this factor into account for their further adaptation to be easier.

In brief, we consider the following points as part of our mandate:

- To develop the respect of the **fundamental values such as truth, trust, integrity, justice, respect for others and respect for their well-being.**
- To develop in each student verbal and written skills.
- Within the limits of the syllabus and the resources of the school, we try to develop the student's intellectual, physical and social abilities.
- To promote in each student a spirit of inquiry , analysis, and a sense of criticism in order that, within the conflicting ideologies of our modern world and the plethora of information, they succeed in making up their own personal opinion.,
- To try to give enthusiasm to students to study and to let them learn by themselves (to learn how to learn).
- To train students in experimental methods and in observation: to look for information (facts), to investigate and to explain.
- To make sure that body and mind are one, (a healthy mind works only with a healthy body).
- To make sure each student is aware of the fragility of our environment and practice responsible conservation.
- To instil in each student a sense of loyalty to his/her peers and to the school.
- To educate students in the importance of social contribution, in order to prepare them to be useful members of the Global Community.
- **In all activities, to encourage respect for the diversity of cultures within the school and the world in general, in a word to promote the spirit of tolerance and to promote the necessary spirit for co-operation in general, and for peace.**

Understanding the Mission and Vision of the School

Parents can access and gain understanding of the Guiding Statements through the website, publication materials, questioning staff and through oral communication. Reference to the schools Mission and Vision statements are communicated at concerts, school interviews, reports which refer to the statements etc. KNES references the school mission and vision statements in all our activities to ensure they are well embedded within the curriculum and attitudes of the school community.

Introduction to our school

Kuwait National English School is a private, coeducational school and non-profit organisation. The school offers a sound and child centered education from preschool, aged 18months (Charlotte Preschool) to entrance to universities with GCSE / IGCSE (International General Certificate of Secondary Education) and IAS and IAL levels (Sixth Form College).

Our school is a British International School which follows the up to date curriculum for the Foundation Stage (EYFS), the British National Curriculum from England and Wales from Year 1 to year 9 and the syllabi from the Examining Boards from Y10 to Y13.

Kuwait National English School is recognised by the Ministry of Education in Kuwait, is a recognised center of examinations from the UK and is accredited by BSO (British Schools Overseas), BSME (British schools of Middle East) as well as by CIS (Council of International Schools) and NEASC(New England Association of Schools and Colleges). KNES is also registered with the UK Department of Education with a DFE#.

Our school is also a member and the only British School in Kuwait to be a member of the Associated Schools Project of UNESCO and takes part in all UNESCO activities which fall in line with our School's Guiding Statement.

Our school was originally located in Surrah being only Early Years and Primary school but since 1996, has become a center of external examinations from the UK and we started to offer Secondary education leading to entrance to universities. In 1995 the school changed premises into the present one after a complete renovation and extension with the PE department which includes a full size gymnasium and a 25m indoor swimming pool with a heating and cooling system. At that time the actual premises were opened by His Excellency, Sir William Fullerton the British Ambassador to

Kuwait. Since then the school is constantly upgrading and expanding its facilities and there are plans for further extension.

In 1997 the school opened a SEN unit with full support services including Physio, Speech, Occupational therapist and Social Workers as well as psychologist for pupils with mild to moderate difficulties. This department has now a small integration unit with specialist teachers.

In September 2018, a newly built Princess Charlotte wing which is an excellent addition to the Prince George Wing, with state of the art facilities. Charlotte wing was officially opened on the 14th of October, 2018 by His Excellency the British Ambassador to Kuwait, Mr. Michael Davenport.

Actually our school is enjoying its excellent reputation and we continually have pupils on the waiting list for enrolment.

Kuwait National English School guarantees the best standards in British and International education and is of the right size to treat each pupil as a unique individual which each child is.

Pupils who have completed their education with us go to universities all around the world and our list of alumni justifies our success.

KNES First Aid Policy

Statement;

Kuwait National English School has implemented various protocols to address First Aid practices and Health and Safety. These procedures are meant to ensure the safety of both staff and pupils and ensure all staff follow first aid procedures.

Please Note - Emergency Contact Number

Ambulance Services / Fire Services / Police - Dial 112



The School Nurse is the primary provider of First Aid, the nurse will also provide In Service Training such as CPR. All staff will be provided Health and Safety Guidance during the Induction week each year.

The School Nurse is responsible for regularly checking (termly) that the contents of first aid boxes [including travel kits/ those in vehicles] are complete and replenished as necessary.

First Aid Provision and Transport to hospital:

Any pupil receiving an injury or shows signs of illness will be taken to the school nurse immediately for diagnosis. If first aid is provided or further action needs to be taken, the nurse will contact the Head Teacher and then if necessary the parent/carer. No medication is to be provided without the expressed consent of the parent/carer.

Any child with a fever must be isolated and parent/ carer be contacted to come to school and collect their child. If an infectious disease is suspected, parents/ carers will be informed that a letter from the Childs Doctor stating the child is no longer infectious in order to return to school.

Where a first aider considers it necessary, the injured person will be sent directly to hospital (normally by ambulance). Parents / carers will be notified immediately of all major injuries to pupils.

Absences due to Illness

It is the parent's responsibility to contact the school if their child is absent due to illness. The parent should provide a reason and a Medical note upon return. If a child is absent for 3 days due to illness, a Doctor's note must be provided stating the child is "non-infectious and is able to return to school."

The School Social Worker will attempt to contact parents regarding any child who is absent from school.

No casualty will be allowed to travel to hospital unaccompanied and an accompanying adult will be designated in situations where the parents/carers cannot be contacted in time.

Where there is any doubt about the appropriate course of action, the school nurse will contact the Head Teacher and the parent / carer.

Administration of Medicines;

It may be necessary from time to time for the school nurse to administer medicines. The parent / carer must fill out a "Medication Consent" which may be provided by the school Receptionist. The School nurse should also be contacted to speak with the parent/carers as to the details of the medication provided.

The administration of medication is for exceptional cases only, the designated school nurse is the only staff member approved to administer the medication.

The school nurse and the school's First Aid facilities are for emergency uses only and any other health issue should be referred to a medical clinic or hospital

Medical Information;

Kuwait Ministry of Education requires a Medical Form to be completed by the parents local Government Clinic. Parents/ Carers are also responsible for providing the school with up to date information regarding their child's health care needs. All health information of pupils is kept securely in a medical file in the nurses' office.

All staff are made aware of relevant health care needs including allergies. A list of children with medical concerns will be provided to staff by the school nurse, this list should be posted next the Teachers desk, Social Workers office, in the Cafeteria next to the cash register and Head Teachers office.

Staff will receive appropriate training and information related to health conditions of their pupils and along with appropriate procedures in case of emergencies.

In a case of a child being absent for 3 consecutive days, the school Social Worker will contact the parent/ carer to ascertain why the child is absent. The Social Worker will provide both the school nurse and Head of Department the reasons why the child is absent. If the student is absent due to an infectious disease, the school nurse will check all students from that class repeatedly over the next 3 days or 3 days after the last infectious child has been diagnosed.

ACCIDENT REPORTING PROCEDURES

Accidents to pupils;

An incident book is used to record all minor incidents, detailing the student information, first aid or action taken with date and time.

An incident / illness form will be completed by the school nurse; the original form will be kept in the child's medical file and a copy sent home in the students file. Where possible the pupils form teacher will provide a written notice of any incident in the Childs homework diary

An incident report will be completed for the following;

- Major injuries.
- Accidents where significant first aid treatment has been provided.
- Accidents which result in the injured person being taken from the scene of the accident directly to hospital.
- Accidents arising from premises / equipment defects.

All major incidents will be reported to the Head Teacher, Head of School, Health and Safety officer and the Governing Body. Parents / carers will be notified immediately of all major injuries.

The Head of Department, or their nominee, will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, supervision of play etc. must be reported and attended to as soon as possible.

Kuwait National English School Health and Safety Policy

Health and Safety Policy

This statement is issued in accordance with the Health and Safety laws of UK Best Practice and within the requirements of the Kuwait Ministry of Education, Kuwait Ministry of Social Affairs and Health Ministry. It supplements the statements of health and safety policy which have been written by the Department of Education. The general aims of these policy statements are accepted and the arrangements set out below are designed to implement the general aims of Kuwait National English School.

General Guidelines

It is the policy of the Governing Body, so far as is reasonably practicable, to:

1. establish and maintain a safe and healthy environment throughout the school;
2. establish and maintain safe working procedures among staff and pupils;
3. make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;

4. ensure the provision of sufficient information, instruction and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided;
5. maintain all areas under the control of the Governing Body, Head of School and Head Teachers in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from that place of work that are safe and without risk;
6. formulate effective procedures for use in case of fire and for evacuating the school premises;
7. lay down procedures to be followed in case of accident;
8. teach safety as part of pupils' duties where appropriate;
9. formulate a lockdown procedure for both external and internal dangers

Responsibility of the Governing Body and Management Team

The Governing Body and Management Team are responsible for implementing this policy within the school. In particular they will:

1. monitor the effectiveness of the safety policy and the safe working practices described within it and shall revise and amend it, as necessary, on a regular basis;
2. prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills (normally at least once a term) to take place and for the results of these to be recorded;
3. prepare an emergency lockdown procedure and arrange for a practice lockdown drill at least once per academic year.
4. make arrangements to draw the attention of all staff employed at the school to the school and departmental safety policies and procedures and of any relevant safety guidelines and information issued by the Authority;
5. make arrangements for the implementation of the schools accident reporting procedure and draw this to the attention of all staff at the school as necessary;
6. make arrangements for informing staff and pupils, of relevant safety procedures. Other users of the school will be appropriately informed;
7. ensure that regular safety inspections are undertaken. (A Health & Safety Officer will inspect all school premises and property once a month.);
8. arrange for the withdrawal, repair or replacement of any item of furniture, fitting or equipment identified as being unsafe by the Health and Safety inspection team;
9. report to the school management team any defect in the state of repair of the buildings or their surrounds which is identified as being unsafe and make such interim arrangements as are reasonable to limit the risk entailed.
N.B. The Governing Body will deal with all aspects of maintenance which are under their control.
10. identify any member of staff having direct responsibility for particular safety matters and any member of staff who is specifically delegated to assist the Governing Body and Head Teachers in the management of health and safety at the school. Such delegated responsibility must be defined as appropriate.

Duties of the Person Delegated to Assist in the Management of Health and Safety

The delegated person shall:

1. assist the Head of School in the implementation, monitoring and development of the safety policy within the school;
2. monitor general advice on safety matters given by the ministry and other relevant bodies and advise on its application to the school;
3. co-ordinate arrangements for the design and implementation of safe working practices within the school;
4. investigate any specific health and safety problem identified within the school and take or recommend (as appropriate) remedial action;
5. assist in carrying out regular safety inspections of the school and its activities and make recommendations on methods of resolving any problems identified;
6. ensure that staff with control of resources (both financial and other) give due regard to safety;

7. co-ordinate arrangements for the dissemination of information and for the instruction of employees, students, pupils and visitors on safety matters and to make recommendations on the extent to which staff are trained.

Responsibilities of Staff towards Pupils and Others in their Care

All staff are responsible for the health and safety arrangements in relation to staff, students, pupils and volunteer helpers under their supervision. In particular, they will monitor their own work activities and take all reasonable steps to:

1. exercise effective supervision over all those for whom they are responsible, including pupils;
2. be aware of and implement safe working practices and to set a good example personally. Identify actual and potential hazards and introduce procedures to minimise the possibility of mishap;
3. ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards;
4. provide written job instructions, warning notices and signs as appropriate;
5. provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required;
6. minimise the occasions when an individual is required to work in isolation, particularly in a hazardous situation or on a hazardous process;
7. evaluate promptly and, where appropriate, take action on criticism of health and safety arrangements;
8. provide the opportunity for discussion of health and safety arrangements;
9. investigate any accident (or incident where personal injury could have arisen) and take appropriate corrective action;
10. provide for adequate instruction, information and training in safe working methods.

N.B. When any member of staff considers that corrective action is necessary but that action lies outside the scope of their authority, they should refer the problem to the Head Teacher.

Responsibilities of all Employees

All employees have a responsibility:

1. take reasonable care for the health and safety of themselves and of any person who might be affected by their acts or omissions at work;
2. co-operate with the Head of School and others in meeting statutory requirements. not interfere with or misuse anything provided in the interests of health, safety and welfare;
3. make themselves aware of all safety rules, procedures and safe working practices applicable to their posts; where in doubt they must seek immediate clarification from the Head Teacher
4. ensure that tools and equipment are in good condition and report any defects to the Head Teacher
5. use protective clothing and safety equipment provided and ensure that these are kept in good condition;
6. ensure that offices, general accommodation and vehicles are kept tidy;
7. ensure that any accidents, whether or not an injury occurs, and potential hazards are reported to the Head Teacher.

WHENEVER AN EMPLOYEE IS AWARE OF ANY POSSIBLE DEFICIENCIES IN HEALTH AND SAFETY ARRANGEMENTS SHE/HE MUST DRAW THESE TO THE ATTENTION OF THE HEADTEACHER.

Please note the following:-

1. It must be realised that newly appointed employees could be particularly vulnerable to any risk and it must be ensured that all relevant health and safety matters are drawn to their attention at an early stage.
2. Whilst it is a management responsibility to instruct all employees in safe working procedures in relation to their posts and work places, employees may from time to time find themselves in unfamiliar environments. In such cases, the employee concerned should be particularly alert

for hazards, and whenever possible, ensure they are accompanied by a person familiar with the environment or that they are advised of specific hazards.

Responsibilities of Pupils

All pupils are expected, within their expertise and ability, to:

1. exercise personal responsibility for the safety of themselves and their fellow pupils;
2. observe standards of dress consistent with safety and/or hygiene (this would preclude unsuitable footwear, knives and other items considered dangerous;
3. observe all the safety rules of the school and in particular the instructions of the teaching staff in the event of an emergency;
4. use and not wilfully misuse, neglect or interfere with things provided for safety purposes.

N.B. The Governing Body and Headteachers will make pupils (and where appropriate the parents) aware of these responsibilities through direct instruction, notices and the school handbook.

Visitors

Regular visitors and other users of the premises (e.g. contractors and delivery men) are expected, as far as reasonably possible, to observe the safety rules of the school.

Fire and Emergency Evacuation Procedures

1. The school's procedures for fire and emergency evacuation are posted in every room and displayed around all areas of traffic in the school. They are also posted in the school entrance hall.
2. These procedures will be updated as appropriate.
3. The log book for the recording and evaluation of practice and evacuation drills is available.

Fire Prevention Equipment

Arrangements are made to regularly monitor the condition of all fire prevention equipment. This would include the regular visual inspection of fire extinguishers and the fire alarm system.

First Aid and Accident Reporting Procedures (see First Aid Policy for detailed policy and procedure)

1. First aid is available in the Staff Room and an additional first aid box are available at observable intervals around the school.
2. The person responsible for administering the accident reporting procedure, the notification of serious accidents causing death or major injury and dangerous occurrences is the school nurse. The arrangements for first aid for sports, outdoor pursuits and field trips are the responsibility of the supervising staff.

Safeguarding Children Policy

Children's rights and entitlements

Policy statement

- We promote children's right to be *Independent, resilient and listened to* by creating an environment in our setting that encourages children to develop a positive self-image, which includes their heritage arising from their colour and ethnicity, their languages spoken at home, their religious beliefs, cultural traditions and home background.

- We promote children's right to be *Independent, resilient and listened to* by encouraging children to develop a sense of autonomy and social comfort.
- We promote children's right to be *Independent, resilient and listened to* by enabling children to have the self-confidence and the vocabulary to communicate their needs.
- We help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
- We work with parents to build their understanding of, and commitment to, the principles of an enriching learning environment for the child.

Procedure;

All staff at Kuwait National English School will promote through modeling, lesson planning, community involvement and through personal contact the ethos of a Good globalCitizen. The values and vision of the school and the UNESCO schools association will be maintained at all times to promote the safety and security of the children.

What it means to promote children's rights and entitlements to be '*Independent, resilient and listened to*'.

To be **Independent** means to be:

- **Independent** in their social and personal dealings. To feel secure enough to make mistakes and learn the value of those mistakes with a positive focus.
- **safe and valued** as individuals within the school setting and cared and loved for by their friends and staff.
- **self assured** and form a positive sense of themselves – including all aspects of their identity and heritage;
- **included equally and belong** in the school setting and in community life;
- **confident in abilities** and **proud** of their achievements;
- **progressing optimally** in all aspects of their development and learning;
- **to be part of a peer group** in which to learn to negotiate, develop social skills and identity as global citizens, respecting the rights of others in a diverse world; and
- **to participate and be able to represent themselves** in aspects of service delivery that affects them as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- **be sure** of their self worth and dignity;
- be able to be **assertive** and state their needs effectively;
- be able to **overcome** difficulties and problems;
- **be positive** in their outlook on life;
- be able to **cope** with challenge and change;
- have a **sense of justice** towards self and others;
- to develop a **sense of responsibility** towards self and others; and
- to be able to **represent** themselves and others in key decision making processes.

To be **listened to** means:

- adults who are close to children recognise their need and **right to express and communicate** their thoughts, feelings and ideas;
- adults who are close to children are able to **tune in** to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to **respond appropriately and, when required, act upon their understanding** of what children express and communicate ; and
- adults **respect children's rights** and **facilitate children's participation and representation** in imaginative and child centred ways in all aspects of core services.

Policy: Kuwait National English School is dedicated to the safety and protection of all its students. This includes the protection of data which may lead to the identification of individual students. We believe that Parents / Guardians should be permitted to give consent or withdraw consent to the usage of this data.

Pupils' photographs and sometimes names are used in several ways;

1. *Use in and around school, in places that might be seen by visitors*
2. *On the school website*
3. *On social media i.e. Instagram*
4. *In wider marketing materials used by the school for promotional activities.*
5. *In local newspapers celebrating events and the success of students*

A Letter will be provided at Registration each year requesting consent to use photos. Parents have the right to withdraw consent at any time in writing and in consultation with the School Management.

If parents do not return the consent letter, it will be understood that they have consented to the use of photographs and in some case names in public forums. It should also be noted that during large assemblies, concerts etc. it will be impossible for the school to prevent pictures be taken of individual students by outside parties.

By entering the school premises all persons are considered to have given consent for the use of their images or video portrayal for school use.

Personal Data Protection Policy

Kuwait National English School, will collect and hold personal information of individuals for various purposes. This data will be protected according to International norms and regulations.

There are four general categories of personal data held by us.

1. Student information, which includes but is not limited to information supplied by students and/or parents and collected in connection with student applications, student records, former students, contacts and communications activities undertaken by us or on our behalf. Student records are kept for purposes that include corresponding with, responding to and taking follow-up actions in respect of students, contacts and communications activities.
2. Personnel information, which includes but is not limited to personal particulars, job descriptions, details of compensation and benefits, performance appraisals, references and disciplinary matters relating to our job applicants, employees and former employees. Personnel records of employees are kept for human resource management purposes, relating to such matters as employees' terms of employment, performance appraisals, monitoring compliance with applicable law and internal rules and conducting investigations in respect thereof, providing references, intra-group communications, professional development, discipline and termination.
3. Other records, which include administration and other files, containing personal data provided to us by individuals for purposes other than those connected with students, contacts, communications or employment. Other records are kept to enable us to carry out various functions and activities which vary according to the nature of the purpose for which such records are to be used, including but not limited to the administration of our school's functions and activities, seeking advice on operational matters, undertaking communications and training activities organised by us, or on our behalf, including the acquisition of services and handling of enquiries from members of the public.
4. Kuwait National English School is dedicated to the safety and protection of all its students. This includes the protection of data which may lead to the identification of individual students. We believe that Parents / Guardians should be permitted to give consent or withdraw consent to the usage of this data.

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4. *In wider marketing materials used by the school for promotional activities.*
5. *In local newspapers celebrating events and the success of students*

We are committed to meeting internationally recognised standards of personal data privacy protection, in compliance with the requirements of applicable law. We will never disclose any personal data to any third parties without prior consent unless permitted or required by law.

A Letter will be sent to Parents / Guardians each year requesting consent to use photos. Parents have the right to withdraw consent at any time in writing and in consultation with the School Management.

Should you wish to access or correct your personal information held by us, please send your request by email to knes@knes.edu.kw.

Kuwait National English School **Anti-Bullying Policy**

Statement of Intent;

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments.
- Comments focusing on sexuality
- Verbal name calling, sarcasm, spreading rumours, teasing.
- Cyber ALL areas of internet, such as email & internet chat room misuse.
- Mobile threats by text messaging and calls
- Misuse of associated technology, e.g. camera & video facilities.

Why is it Important to Respond to Bullying?

Bullying hurts! No one deserves to be a victim of bullying! Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy;

- All Administration, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Administration and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated

Signs and Symptoms;

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has lunch or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures;

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes;

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- 2) In serious cases, suspension or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention;

We will use International methods, especially those recommended by the UK Department of Education to prevent bullying when appropriate. (e.g. KIDSCAPE).
these may include:

- writing a set of school rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- have the Student Council provide their own understanding of Bullying and giving guidance for effective prevention and understanding.
- having discussions about bullying and why it matters
- implement an **Anti-Bullying Awareness week combined with Human Rights Week.**

KNES ICT Cyber Policy

Here at KNES and as part of the ICT and Computer Science Department, we ensure that we take into account all the social, moral, spiritual, cultural, and religious aspects of every student in our school. We take pride in safeguarding our mission statement to build a stronger and more effective community within the school and the ICT and Computer Science department.

Acceptable Use Agreement: Pupils - Secondary & Primary

Dear Sir/Madam

As a reminder to students, parent/s about what is expected from students when in the ICT and Computer Science labs. The rules and regulations, of what is un/acceptable from students when having access to the internet, using social networks and mobile phones are as follows:

- Only accessing the internet when instructed.
- I will only use ICT in school for school purposes
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.
- I will only use ICT systems in school, including the internet, e-mail, digital video, and mobile technologies for school purposes.
- I will not download or install software on school technologies.
- I will only log on to the school network, other systems and resources with my own user name and password.
- I will make sure that all ICT communications with pupils, 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 pupils 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 the school.
- I will ensure that my online activity, both in school and outside school, will not cause my

school, the staff, pupils or others distress or bring 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 any member of the school community
- I will respect the privacy and ownership of others' work on-line 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/ carer may be contacted.

Yours Sincerely

Madame Chantal Al Gharabally
School Director

Parents will receive the above through letter that they will have to acknowledge receipt of letter, sign, agree and return to school to be kept on file in school.

Dear Parent/ Carer

ICT including the internet, e-mail, mobile technologies and online resources have become an important part of learning in our school. We expect all pupils to be safe and responsible when using any ICT. It is essential that pupils are aware of eSafety and know how to stay safe when using any ICT.

Pupils are expected to read and discuss this agreement with their parent or carer and then to sign and follow the terms of the agreement. Any concerns or explanation can be discussed with their class teacher.

Please return the bottom section of this form to school for filing.

E-Safety Policy

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- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.

- I will only use ICT systems in school, including the internet, e-mail, digital video, and mobile technologies for school purposes.
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- Images of pupils 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 the school.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring 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 any member of the school community
- I will respect the privacy and ownership of others' work on-line at all times.
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- 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/ carer may be contacted.

Parents will receive the above through letter that they will have to acknowledge receipt of letter, sign, agree and return to school to be kept on file in school.

Instagram Policy

Purpose of Instagram social media for KNES:

The aim is to engage the parents positively with the School on a daily basis and to be able to give an insight into the learning experience provided.

- Instant messages to parents/followers
- Provide positive messages about the student experience- a focus on activities in the classroom, assemblies, trips, emphasis on engagement
- Key messages can be sent out, inspirational quotes, recommendations for reading, events
- To encourage parents to take part in events and to play an active supporting role

It is not:

- A forum for discussion or negative comments
- A substitute for discussion with the Director, Assistant Director, Heads of Department, SMT, Teachers
- A forum for discussion of individual members of staff or pupils

- A replacement for supported and guided discussions between individual parents or for parents evening

A new business account will be set up for the purposes outlined above. It will be linked to the school logo and not individual.

- **All users of Instagram or any Social Media should be aware that Kuwait Cybercrime Laws are very strict on what is posted or exchanged. It is not allowed to post slanderous comments or breach the privacy of others by identifying or inferring derogatory remarks. Persons making slanderous remarks or breaching the privacy of children, parents or staff will be referred to Kuwait's Cybercrime Bureau.**

Parents will receive the above through letter that they will have to acknowledge receipt of letter, sign, agree and return to school to be kept on file in school.

Birthday Party End of Term Celebrations

Whilst it is good to recognise and share the occasion of a student's birthday, this should not detract from the time spent in lessons during the school day. It is permissible to issue the invitations to a party to classmates but the party itself should be held outside the school and outside of normal school timing.

Secondary students are not permitted to order food from outside and bring in to the school for consumption during intervals or any other time for any reason.

This policy also includes end of year and end of term parties.

Education must take priority and be the focus of activities in the school to benefits all students.

ORGANISATION OF THE SCHOOL DAY

• 7:00 am	Doors open
• 7:15 am	Registration begins- all students should be in school by this time
• 7:20 am	Doors close
• 7:30 am	Classes begin
• 1:00 pm	Classes end for Early Years and SEN
• 2:05 pm	Classes end for Key Stage 1
• 2.10pm	Classes end for Key Stage 2
• 2.25pm	Classes end for Secondary
• 3:00pm	Classes end for Year 10 & 11
• 2:20 – 3.20 pm	After School Enrichment Activities begin every day
• 2:30-3:30	Year 10 & Year 11 Pupils Enrichment Activities

Administration Hours: Sunday - Thursday 7:00am - 3:15pm / Saturday 8:30am - 1:30pm

Procedures for Pupils Entering and Leaving School Each Day

KG and Nursery: Pupils should be brought and collected through the garden area. Parents are not to use this time as an opportunity to speak to the teacher about the child's progress as the teacher is responsible for looking after the welfare of all pupils at this time.

Reception, Primary and Secondary Pupils: Pupils enter through the green gates leading to the covered basketball court each morning. At the end of the day, parents of primary children must collect them from the basketball area; secondary pupils may leave the school premises unescorted through the green gates at the end of the school day. Parents are expected to arrive promptly at the conclusion of the school day to collect their child/ren.

Under no circumstances are parents to collect pupils from their classrooms. Under extraordinary circumstances, in which a child needs to leave school before the conclusion of the school day, parents must go to the reception office and wait for their child/ren to be brought to them by a member of staff.

Special Educational Needs : Pupils are to enter and leave school through the SEN entrance at the side of the school. Members of staff will be present at the commencement and conclusion of the school day to escort and supervise the pupils at the entrance. Parents are expected to arrive promptly at the end of the school day.

Under no circumstances are parents to collect their child/ren from the classrooms. In the event a child needs to leave early, parents must wait at the SEN entrance until the child has been brought to them.

Timetables

Early Years School and Primary School (Key Stage One and Key Stage Two Classes)

Early Years

Lunch / Playtime / Snacks

<u>Kindergarten</u>		<u>Reception</u>	
KG 1, 2 & 3	9:00 - 9:30 Lunch 9:30 - 9:55 Playtime	Rec 1, 2 & 3	10:05 - 10:25 Playtime 10:30 - 10:55 Lunch
KG 4, 5 & 6 & 7	9:05 - 9:30 Playtime 9:30 - 10:00 Lunch	Rec 4, 5, 6 & 7	10:05 - 10:30 Lunch 10:30- 10: 50 Playtime
KG Snack	12:05 -12:30	Rec 1, 2 & 3	Break Time 11:50 - 12:10
		Rec 4, 5, 6 & 7	Break Time 12:10- 12:30

An aftercare Enrichment programme is available for Preschool, KG and Reception pupils from 1:10 p.m. onwards. Parents wishing to register in this programme should contact the Accounts Department.

Primary Department: Key Stage One and Key Stage Two (Year 1 to Year 6)

Key Stage One

Key Stage Two

<i>Homeroom/Registration: 7:15 a.m. to 7:30 a.m.</i>	<i>Homeroom/Registration: 7:15 a.m. to 7:30 a.m.</i>
Lesson 1: 7:30 a.m. to 8:30 a.m.	Lesson 1: 7:30 a.m. to 8:30 a.m.
Break Time: 8:30-9:00 am	Lesson 2: 8:30 a.m. to 9:00 a.m.
Lesson 2: 9:00 to 10:00 am	Break Time: 9:00 a.m. to 10:00 a.m.
Lesson 3: 10:00 a.m. to 11:00 a.m.	<i>Lesson 4:</i> 10:00 am to 10:55 a.m.
<i>Lesson 4:</i> 11:00 a.m. to 12:00 p.m.	Lesson 5: 10:55 a.m. to 11:50 a.m.
<i>Break Time:</i> 12:00 p.m. to 12:20 p.m.	Lesson 5: 11:50 a.m. to 12:45 p.m.
Lesson 5: 12:20 p.m. to 1:20 p.m.	<i>Break Time:</i> 12:45 p.m. to 1:05 p.m.
Lesson 6: 1:20 p.m. to 2:10 p.m.	Lesson 6: 1:05 p.m. to 2:10 p.m.
Enrichment Activities: 2:20 p.m. to 3:20 p.m.	Enrichment Activities: 2:20 p.m. to 3:20 p.m.

Assemblies for Primary students are held on a regular basis.

Extra-Curricular Activity / Team Practice – 2:20 p.m. to 3:20 p.m. Pupils representing the school for KFSAC competitions or other specific events, the finishing time would be later than 3:20 p.m. The staff organizing the events need to inform parents and to seek their permission; a letter will be sent out.

Secondary School (Year 7 – Year 11)

All pupils are expected to be in class with their form tutor by 7:15 a.m. each morning. Pupils not attending tutor form will be marked "absent" unless they receive a late slip from the administrative assistants in the front office.

There is a system for signing in and out for pupil in the sixth form in front of the administrative assistants in the front office.

Secondary Department: Key Stage three, four and five (Year 7 to Year 13)

Homeroom/Registration:	7:15 a.m. to 7:30 a.m.
Lesson 1:	7:30 a.m. to 8:35 a.m.
Lesson 2:	8:35 a.m. to 9:40 a.m.
Lesson 3:	9:40 a.m. to 10:45 a.m.
Break Time:	10:45 a.m. to 11:05 a.m.
Lesson 4:	11:05 a.m. to 12:05 p.m.
Lesson 5:	12:05 a.m. to 13:05 p.m.
Break Time:	13:05 p.m. to 13:25 p.m.
Lesson 6:	13:25 p.m. to 14:25 p.m.

Year 10 & 11 Pupils will have classes until 3:00pm on Sunday and Thursday in order to cover the curriculum and prepare for Exams

Enrichment Activities: **2:30 p.m. to 3:30 p.m.**

Pupils preparing for IGCSE/GCSE and GCE preparations are sometimes timetabled for double lessons.

Assemblies for Secondary Pupils are held on a regular basis.

Extra-Curricular Activities or Team Practice are taking place from 2:30 p.m. to 3:30 p.m.

Sixth Form (Year 12 and Year 13)

For students preparing for IAS and IAL examinations, there is a system of signing in and out as referred to above.

The proportion of non-teaching periods should be used on a planned basis for private study in the Sixth Form Common Room or the Library (refer to the sixth form guidelines).

Kuwait National English School Admissions Policy

Policy Statement;

It is our intention to make our setting accessible to children and families from all sections of the local and International community. We aim to ensure that all members of the community have access to the setting through open, fair and clearly communicated procedures. As we prepare our students for Global Citizenship we must first ensure we provide the opportunity

Procedure:

- We make attempts to ensure advertisement of the school reaches a wide audience of persons from a varied background.
- We ensure that information about our setting is accessible, in written and spoken form. We ensure that the information necessary to families is available in both English and Arabic.
- We ensure our setting and its practices are presented in terms that make it clear that it welcomes both fathers and mothers as active educational partners.
- We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.

ADMISSION PROCEDURE

The school now caters for pupils in the age range from 18 months in Pre-School and Children reaching the age of 3 on September 15th for KG up to 18 years in Years 12/13. An extensive range of subjects is offered up to IGCSE, GCSE, IAS / IAL and Level.

Pupils, who wish to be enrolled at Kuwait National English School, having transferred from other schools or countries, have to satisfy the following requirements:

Early Years:

Children entering Kindergarten will have short developmental assessment to gain a better understanding of the child's needs and strengths. The assessment is a collaborative effort between the Head Teacher the parents and observation of the child. This assessment is to help the school place the child in the most suitable environment when they begin their first day of school. Reception children entering KNES Early Years for the first time will also have a short developmental assessment along with a short assessment of their prior learning and their suitability to enter Reception. Previous reports of any Nursery of previous Kindergarten attended will also be required.

Primary School:

Before admission in Year one, pupils will have a simple oral test based on the work done in EYFS to see if the learning goals have been achieved. A personal interview will also be held with the Head of Primary to ensure accurate assessment of the child's academic and personal development.

From Year 2 onwards pupils will have appropriate entrance tests in Maths and English

Secondary School:

Prior to entry to Kuwait National English School, each child is assessed to establish into which class and year they should be placed. The assessment is based primarily upon academic ability. If the pupil is from the Primary School of Kuwait National English School, then end of year tests and previous class reports are used for entry into Year 7. Recommendations from their teacher(s) in Year 6 and the Head of the Primary Department are also an important consideration.

If the pupil is not from Kuwait National English School then a meeting with the parents and pupil will be necessary. Academic reports from the previous school(s) will be considered and, if necessary, their previous school will be contacted to obtain a behavior report.

Entry in Year 7, 8, 9, 10 and 11 will require written tests in Mathematics and English. In Year 9, Parents will receive Options Booklet, and will attend an Option Evening where they may discuss and get advice with their child regarding appropriate subject options to be taken for IGCSE.

Enrolment directly in Year 12 is based on subject choices, availability of seats and on the results of IGCSE /GCSE or any other equivalent examinations. Furthermore, a child will be accepted to embark into the IAS / IAL programme only if he/she obtains a minimum grade 'C' in the same IGCSE subject.

If the pupil is transferred from a different Educational System; a quick equivalent is found using the table below for Primary and Secondary:

AGE	BRITISH SYSTEM	ARABIC SYSTEM
3 - 4 ½	KG	KG – 1
4 ½ - 5 ½	Reception	KG – 2
5 ½ - 6 ½	Year - 1	1 st PRIMARY
6 ½ - 7 ½	Year - 2	2 nd PRIMARY
7 ½ - 8 ½	Year - 3	3 rd PRIMARY
8 ½ - 9 ½	Year - 4	4 th PRIMARY
9 ½ - 10 ½	Year - 5	1 st INTERMEDIATE
10 ½ - 11 ½	Year - 6	2 nd INTERMEDIATE
11 ½ - 12 ½	Year - 7	3 rd INTERMEDIATE
12 ½ - 13 ½	Year - 8	4 th INTERMEDIATE
13 ½ - 14 ½	Year - 9	1 st SECONDARY
14 ½ - 15 ½	Year - 10	2 nd SECONDARY
15 ½ - 16 ½	Year - 11	3 rd SECONDARY
16 ½ - 17 ½	Year - 12	4 th SECONDARY
17 ½ - 18 ½	Year - 13	

According to the British System:

- The pupil is allowed to enter KG by 3 Years old (*on September 15th.*)
- The pupil is allowed to enter Reception by 4 Years old.
- The pupil is allowed to enter Year 1 by 5 Years old (but the pupil should have completed both KG and Reception).

- Before entering Year 13, the pupil should have completed both Year 11 and Year 12.

It may be necessary for them to repeat their previous year upon entry to Kuwait National English School as it is often the case that subject knowledge and levels of understanding are not compatible with the British System. Written test in Mathematics and English are then taken appropriate for their age or the year group they wish to enter. If necessary, assessment tests in other academic subjects may be required.

If, as a result of this, the Head of Secondary concludes that Kuwait National English School can meet the needs of the child, then a place is offered. It must be stressed however, that it is important to apply early for a place because certain year groups become full quickly.

Admission Policy in SEN School:

The Assessment Team is comprised of the Head of SEN, the School Psychologist, the Speech and Language Pathologist, the Occupational Therapist and the Physiotherapist.

When a parent wishes to enroll their child in the Special Educational Needs Programme at Kuwait National English School, the following procedure occurs:

1. An interview is arranged for the parent(s) and SEN pupil to meet with SEN Assessment Team. Parent(s) are asked to bring all relevant documentation (school records, medical/psychological reports, and previous assessment reports) to this meeting.
2. The Assessment Team explains the types of programmes offered at Kuwait National English School, reviews the documents provided, and answers any questions the parents may have at this first interview.
3. Provided there is space available at the time, and it is felt that the child's needs will be served effectively in the SEN department at KNES, based on the information provided; a day-long assessment is arranged. If the information provided is not adequate, outside testing may be required before a decision is made on whether or not to arrange a day-long assessment; the parents may be asked to produce school/medical reports that are absent from the file or they may be asked to take their child to a government clinic to have a formal IQ test done.
4. For the day-long assessment, the child is placed in a class, usually one which is being considered as a possible class for the child. By placing the child in a class, the assessment team can often get valuable information regarding the child's social skills, his/her behavior, and his attention span as well as his/her academic ability. At times during the day, the pupil taken out of the class to be assessed individually by members of the team regarding his/her fine motor skills, his expressive/receptive language skills, and his mental/academic ability.
5. At the end of the assessment day, the parent(s) of the child meets with the assessment team. The assessment team reviews their finds with the parent(s). If the assessment team feels it can enroll the child, based on the assessment, the parent is informed about the type of class and program the child will be placed in initially.
6. If the parent(s) accepts their child being placed in the type of program described to them by the assessment team, then the parent(s) is invited to enroll their child in the SEN Programme at Kuwait National English School.

Payment of tuition must be made prior to attending school and parents should strictly follow the payment policy: two installments for Early Years School and three installments for the other departments. Details and fees and payment schedule are available from the Accounts Department. Parents should adhere strictly to the agreement signed at the time of registration.

Re-Registration:

For pupils who are already registered in the school whose parents wish them to continue with us for the next academic year, registration time is due by the **1st December** and a deposit is requested at this time. We stress that parents need to understand how important it is to follow this procedure in order to reserve a seat and to help the Management Team to prepare correctly with staffing and equipment for the next academic year. Registration for the next academic year should be completed before **March 30th**.

Parents should give one term's notice in advance if leaving the school otherwise, if the term fees have been paid these will not be refundable. Should the full term fees not have been paid the school is entitled to ask for full payment.

Change of Address and Telephone Numbers:

It is very important that the school be notified if there is a change of residence address or telephone numbers (home and office) during the school year. This information is needed in case of an emergency.

Transportation:

Pupils riding the school buses to and from school, or to and from any school-sponsored activities will be expected to adhere to proper rules of conduct. The school's responsibility for the supervision and safety of pupils begins as the pupils' board the buses to come to school and ends as they get off the buses to go home.

When registering for transportation parents should provide complete information and a clear map and parents should not expect transportation to be immediately effective, as the bus drivers need to practice the route.

WITHDRAWAL POLICY

If parents are transferring from one school to another or leaving the country even on a temporary basis, pupils should be formally withdrawn from school. This permits the staff to compile data on each pupil. Pupil files and medical reports will not be released unless the tuition is paid and/or all books have been returned or paid for.

KUWAIT NATIONAL ENGLISH SCHOOL PAYMENT STRUCTURE

Books, VLE, School Portal, Uniform and Buses (if used) have to be paid at the start of the academic year. For Tuition fees please see below.

VLE and School Portal give access to parents and students with user name and password to numerous programmes which the school is licensed. This provides an extension of the curriculum with activities and homework marked online at home. The VLE and School Portal provide also homework given by the teachers from the school, course outlines, schemes of work and sometimes videos of the lessons of what is covered in the class by the teacher in school. Parents and pupils also have access on a regular basis through the VLE and School Portal to the progress of their child in all subjects as well as at the end of the term to the term reports.

Payment of tuition fees

Registration for the next academic year is open as from the **1st of December**. A Deposit to secure a seat must be paid by the latest the **15th of January** of each academic year.

January 15th – A deposit of 200 KD to hold students place for the next academic year

August 31st - 1st installment of 60% less deposit (note: students may not enter classes before 1st installment is made)

December 31st – 2nd installment of remaining balance.

For EYFS (kg & Reception): Tuition fees have to be made in two installments.
First payment is due on the First of September.
Second Payment is due by the First of December.

Documentation for Admission to the School:

All pupils must be formally registered before they can attend class. Parents should provide and submit to the registrar all the documents required:

- Two passport sized photographs;
- Copy of the Birth Certificate;
- Copy of the child's passport;
- Copy of the most recent school report (Year 2 to Year 13)
- *Copy of the most recent medical report on the child (SEN pupils);*
- Transfer letter from the previous school;
- Copy of the child's Civil ID
- Copy of the parents' Civil ID
- Copy of father's national certificate (Kuwaiti only);
- Copy of the parents' passport details.
- Medical File
- Clearance of payment from previous school

Payment of tuition must be made prior to attending school and parents should strictly follow the payment policy: two installments for Early Years School and three installments for the other departments. Details and fees and payment schedule are available from the Accounts Department. Parents should adhere strictly to the agreement signed at the time of registration.

Re-Registration:

For pupils who are already registered in the school whose parents wish them to continue with us for the next academic year, registration time is due by the **1st of December** and a deposit is requested at this time. We stress that parents need to understand how important it is to follow this procedure in order to reserve a seat and to help the Management Team to prepare correctly with staffing and equipment for the next academic year.

Parents should give one term's notice in advance if leaving the school otherwise, if the term fees have been paid these will not be refundable. Should the full term fees not have been paid the school is entitled to ask for full payment.

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WITHDRAWAL POLICY

If parents are transferring from one school to another or leaving the country even on a temporary basis, pupils should be formally withdrawn from school. This permits the staff to compile data on each pupil. Pupil files and medical reports will not be released unless the tuition is paid and/or all books have been returned or paid for.

Students Not Invited Back Policy

Kuwait National English School would like to provide a quality education and positive environment for all prospective and current students. The school has policies on non-discrimination and on academic honesty. The school also provides all students and parents with a code of conduct and discipline policies.

It is hoped that a positive approach and an inclusive environment will allow all students to participate fully.

The school also will make every attempt to meet the learning needs of its students including seeking the advice of professionals within and without the school. Problems providing the learning needs of the students will also include meetings with the parents and enhanced communication to resolve the issues.

However it is acknowledged that from time to time there are those members of the student community and possibly their parents/guardians who may contribute negatively to the school environment or whose learning needs cannot be met.

In a case where the student or their legal guardians negatively affect the school or its learning environment and therefore the school as a whole, drastic measures may be taken.

In a case where problems occur from academic dishonesty, behavioural issues, or issues affecting the integrity of the school, staff or students the end result maybe that the students will not be invited back for the next academic year.

Some examples of these items are:

- Consistent attendance problem
- Negative behavior to fellow students and staff
- Physical abuse of fellow students
- Academic dishonesty
- Slander of the school, its students or staff
- Learning difficulties which have not been able to be addressed in the mainstream school even with support.
- Parents or Guardians who have on numerous occasions shown a lack of respect for the school and or its staff
- Parents of Guardians who have slandered the school or its staff.

The barring of re-registration is a last step and the school will make every attempt to resolve issues as a community partnership with students, their colleagues, school administration and legal guardians.

The school will notify parents /guardians of any decisions to not invite students to return in the next academic year by letter.

Committee of Decision:

The decision to “not invite students back” will be undertaken by a committee made up of the Head of School, Assistant Head of School, relevant Department Head as well as with consultation with the class teacher. Any decisions to place a student on the “Not Invited Back List” will be submitted to the Governing Body.

Right of Appeal:

Students and Parents may appeal the decision to the committee and have the right to meet with the committee to explain reasons and provide an appeal request.

If the student or parent is still not in agreement they may contact the Governing Body Chair for a final decision.

SCHOOL RULES AND REGULATIONS

A good education is based on good discipline and the respect by every one of school rules and regulations.

Each Pupil at KNES requires the opportunity to work in an orderly and calm manner. Such an atmosphere cannot be created and maintained without the contribution of all who participate in the life of the school. Internal rules remind pupils of their responsibilities as members of the community. To formulate a code of conduct is essential in a school community. No one should consider it as a list of prohibitions with a negative effect, but should see the positive effect, as benefits the community; its efficiency depends on the participation and collaboration of all.

All pupils at KNES are members of an international community; they get to know each other and learn to respect each other. We aim to build their personalities, to broaden their minds to increase their knowledge in all academic subjects, to prepare them, while they develop their knowledge to be ready to tackle different issues; human, social, cultural and scientific etc.

Pupil Code of Conduct

To formulate a code of conduct is essential in a school community. No-one should consider it as a list of prohibitions with negative effect, but should see the positive effect, as benefits for the school community. Its efficiency depends on the participation and the collaboration of all.

- A pupil should respect the timings of the school. Be Prompt to Form Tutor time and all classes.
- His/her attendance is compulsory. Absence is only permitted with special written permission from the head/principal or director.
- All lateness or absenteeism must be justified.
- No form of Bullying will be tolerated. If any occurrence of bullying occurs it should be reported to your teacher/s Form Tutor immediately.
- During break times all pupils should leave class. (Only senior pupils are allowed to stay in the computer laboratory or library for personal research).
- The wearing of school uniform in a smart and tidy manner is compulsory for all; Year 12 and Year 13 should wear at all times the full school uniform which includes the blazer.
- Language and attitude should always be appropriate and courteous.
- Smoking and chewing gum are strictly forbidden on the school premises and on the buses.
- Any damage to the buildings, equipment or books (intentional or inadvertent) will have to be paid for by the parents of the pupil/s involved.
- Pupils should label their uniform and not bring any valuable items or too much money to school, only enough money to buy food or drinks in the school cafeteria during breaks should be carried by children and before the clubs (extra curricular activities).
- Pupils should leave their classrooms neat and tidy and not drop litter or otherwise make untidy any part of the school.
- Each pupil should feel a sense of pride towards his/her school and always act in an appropriate way.
- Mobile phones, MP3, iPods, etc. are strictly forbidden in the school, unless requested by the teacher for learning purposes and every phone confiscated will not returned back for 5 days to the owner unless the parent of the child concerned comes to collect it at a time/day appropriate and agreed upon by the Head of Department
- Library Books: Pupils are expected to take care of any books they borrow and to return their property. Reminders for overdue books will be sent to the Form Tutors/Class Teachers and, if necessary to parents. Items are on loan on the understanding that in case of damage, loss or long delay in return, the replacement cost will be sent to the school.

- School uniform and equipment brought to school must be named. Pupils should be responsible for their own property, making sure it is named and if mislaid, checking in the appropriate places. Please note the school cannot be responsible for articles that are brought to school and “*go missing*”.
- Pupils should always maintain a smart appearance: tie, shirt inside the pants (with belt)/skirts, black leather shoes (no sports black shoes).
- Pupils should always have their hair in a presentable fashion. Male pupils are not allowed to have hair over their collar or extremely short hair. Pupils must not put gel in their hair. Pupils must be shaved.
- Wearing of jewelry including earrings is strictly forbidden and pupil will be asked to remove them.

Any Pupil having difficulties should, in the first instance, talk to his/her form tutor or class teacher and then, if necessary, to the Head of Department. He/she should explain his/her case with calmness and objectivity and the matter will be resolved in the interest of everyone.

During break time teachers are on duty. These teachers will resolve any problem or incident. In case of an accident, the nurse will liaise with the administration and the necessary action will be taken. Parents will be informed.

The Management Team expects that each Pupil will respect the rules. In any case of serious disregard, special disciplinary action will be taken.

Early Years Behaviour Policy:

If a child misbehaves he/she will be reprimanded, if the conduct continues the teacher will provide a time out which will not extend beyond 5 minutes. Time outs are the regular consequence of poor behaviour as well as communication with parents as to the incidents. Parents are reminded not to repeat the consequence unless they see a repeat of the behaviour. Children at this age of development may remember the circumstances of the incident but will not remember why and therefore it is of no value to repeat the consequence.

If poor behaviour continues, then parents will be asked to come to the school and meet with the Head of Early Years and their child to discuss possible solutions.

KNES Primary and Secondary Home School Behavior Agreement

As part of our continuing drive towards excellence, we are striving to ensure that every child reaches his/her highest potential. This can only be ensured by adhering to school policies and rules. The four key factors outlined below are crucial in upholding the ethos of the school. We expect all pupils to comply with these rules. Non-compliance will lead to sanctions being applied. All parents are urged to read the rules and policies in Parent-Pupil handbook available on the schools website and discuss it with their children.

1. Mobile Phones:

The school has **a zero tolerance policy** on mobile phones. Under no circumstance is any pupil allowed to bring mobile phones to school. Should you wish to contact your child during the school day, please call Ms Layla, the school receptionist. She will pass on any message that needs to be communicated to your child. Should your child be caught with his/her mobile phone, the following sanctions will apply:

NB. The same sanctions will apply with regard to unauthorised jewellery.

Sanction	
Offence	Sanctions
1st	BRF (Behaviour Report Form) filled by the Key Stage Coordinator (Phone kept with respective Head of Department) Phones will be returned to parents at the end of the following day
2nd	BRF (Behaviour Report Form) filled by the Key Stage Coordinator (Phone kept with respective Head of Department) Parents must come to school one <u>Week</u> after the phone has been confiscated to collect the phone from the Head of Department
3rd	BRF (Behaviour Report Form) filled by the Key Stage Coordinator (Phone kept with respective Head of Department) Parents must come to school one <u>Month</u> after the phone has been confiscated in order to collect the phone from the Head of Department

The school takes no responsibility for damage or loss of phones if held at school.

2. Lateness to School:

Students are considered late when they arrive to registration after 7.20am

(BRF's must be filled out for lateness to registration)

If your child arrives late or has absences that are impacting negatively on their education, the following sanctions will apply:

- First late arrival will result in a verbal warning being issued.
- Second late arrival, the child will receive a 45-minute detention after school.
- Third and repeated late coming will result in your child not being allowed into school for the day and being sent back home.
- Parents will be notified of sanctions being applied through the homework diary and a call from the school social worker / Head of Department.
- In case of a child's absence, the parent should notify the school immediately and provide a reason. When the child returns to school, they must supply a medical note or a letter from the parents to explain the absence.
- Parents may also be required to meet the Head of Department and social worker to create an action plan especially in case of suspension or long unauthorized absence.

NB: Students are required from Year one to Year 11 to maintain a minimum of 85% attendance to be promoted to the next year group or to be allowed to enter the external UK examinations.

3. Uniforms:

All pupils are expected to strictly adhere to the school's uniform policy and requirements found in the Pupil-Parent handbook on the school's website. All school uniforms must be purchased from the school's uniform shop.

If your child is not attired in their proper school uniform, the following sanctions will apply.

- First offence, students will receive a warning
- Second offence, break detentions will be issued
- Third offence and repeat offences thereafter, pupils will be sent home.

4. Behaviour

Poor and unacceptable behaviour can seriously impact on students learning and as such is taken very seriously. Whilst we apply sanctions for unacceptable behaviour, we also reward good behaviour.

The following are regarded as minor behaviour issues:

- Talking out of turn: (e.g. by making remarks, calling out, distracting others, chatting)
- Calculated idleness or work avoidance (e.g. by delaying to start work, not having correct equipment or materials)
- Not being punctual to lesson (e.g. being late to lesson)

Sanctions for the above-mentioned behaviours include:

- Verbal reprimand
- Break time detention
- Short cooling off period outside the classroom (maximum 5 minutes)

The following are regarded as serious behaviour issues:

- fighting, theft, bullying, showing constant disrespect to peers and staff, vandalism

Depending on the severity of the above-mentioned behaviours, sanctions will include:

- After school detentions
 - Saturday morning detentions
 - Suspensions.
 - Black-listing (not being allowed to re-register for the following academic year)
-

Code of Conduct is related to Articles 10 – 19 of the Ministry of Education for Kuwait ‘School System Bylaw’. It is the policy of the school that all pupil undertake detention as one of the sanctions for poor behavior. These detentions are of 30 minute, one hour and two hours in duration. Where a detention is due after school, parents will be informed in writing at least 24 hours before the time of the detention. It is the responsibility of the parent to arrange for the pupil to be collected after a detention.

KNES Complaints Policy & Procedure:

This document sets out the policy for dealing with comments, grievances and complaints from parents or Guardians. The Policy should be read in conjunction with the School’s Complaints procedure (attached).

This Policy should be used for:

- Complaints relating to the schooling of your child
- Complaints about the education and care provided to pupils at the school
- Complaints about the school’s operational arrangements.

This policy is limited to matters which can reasonably be investigated and therefore complaints should relate to matters which have occurred within the last 6 months.

This Policy should not be used for

- Complaints by staff relating to grievances about their employment
- Complaints about the actions of another parent
- Issues between the school and community

This policy should not be used for:

Complaints by staff relating to grievances about their employment; these matters will be dealt with following the Staff Grievance policy procedure.

Aim

Kuwait National English School believes there should be a clear and understandable procedure to deal with complaints relating to the school or services the school provides.

Purpose

The School's Guiding Statements are concerned with meeting the needs of pupil's, parents and other stakeholders. Kuwait National English School has always believed that feedback is an important ingredient in self-evaluation and raising standards. All stakeholders should feel that their concerns or complaints can be voiced and will be considered seriously.

The school takes informal concerns seriously and aims to resolve them at the earliest stage in order to reduce the numbers that develop into formal complaints.

The underlying principle is that concerns will be handled, if at all possible, without the need for formal procedures. The requirement to have a complaints procedure will not in any way undermine efforts to resolve the concern informally. Staff will endeavor to resolve issues on the spot.

Formal procedures will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Applicability

The policy shall apply to all employees and the Governing Body. It is the shared responsibility of the Head of Department, Principal, Head of School and Chairman of the Governing Body to ensure that these groups are made aware of the policy and procedure.

The Complaints Procedure will:

- encourage resolution of problems by **informal** means wherever possible;
- be easily **accessible** and publicized;
- be **simple** to understand and use;
- be **impartial**;
- be **non-adversarial**;
- allow **swift** handling with established **time-limits** for action and keeping people informed of the progress;
- ensure a full and **fair** investigation by an independent panel where necessary
- respect people's desire for **confidentiality**
- address all points at issue and provide an **effective** response and **appropriate** redress, where necessary
- provide **information** to the school's senior management team so that services can be improved

Procedures, Roles and Responsibilities

This section of the policy explains the Complaints Procedure providing more detail and Roles and responsibilities and the Complaints process.

Stage One:

Complaint / concern heard by staff member (**informal**);

Stage Two:

Complaint heard by head teacher (**informal**)

Complaints is heard by the assistant head of school (if the complaint is about the headteacher) (**informal**)

Stage Three:

Complaint heard by the head of school (**formal**)

Stage Four:

Complaint heard by the school Chairman (**formal**)

Stage Five

All persons involved, including the parents to attend a meeting to resolve the issue. A neutral party from outside the school could be involved in this process; (**formal**)

- meeting notes and findings shall be compiled and kept in a secure location and remain confidential unless requested by the local authorities.

The Complaints Policy and Procedure are publicized to all stakeholders through:

- information provided to new parents when their children join the school
- Parent / Pupil handbook
- School website
- copy of policy and procedure on display in school reception area.

****If, at any stage of the process, the complainant starts legal action in relation to the matters under consideration, the complaints process will automatically cease, and all further correspondence will be with the School's legal representatives.***

Monitoring and evaluating the policy

All documentation regarding formal complaints (including notes of any related meetings and telephone calls), the action taken and the final outcome will be recorded in a file kept in a secure location with the school Director unless requested by the local authorities.

The management team will review any complaints at the end of each term. The monitoring of the complaints is a useful tool in evaluating the school's performance, and will contribute to school improvement. Any underlying issues identified will be addressed.

SCHOOL RULES/UNIFORM

One of the school rules is the wearing of school uniform for all pupils and enrolment into school deems acceptance of the uniform code of the school. This uniform must be purchased from the school 'Uniform Shop'. Items purchased elsewhere are not acceptable as substitutes

School Uniform List

<u>SUMMER</u> <u>Boys (KG - Year 6)</u>	<u>WINTER</u> <u>Boys (KG - Year 6)</u>
green shorts red/white striped short-sleeve shirt school tie black leather shoes (not trainers) white socks	dark green long trousers red/white stripe long-sleeve shirt pullover (school colours with school logo) Jacket (with school logo) school tie black leather shoes (not trainers) white socks

<u>SUMMER</u> <u>Boys (Year 7 - Year 11)</u>	<u>WINTER</u> <u>Boys (Year 7 - Year 11)</u>
Dark green long trousers green striped short-sleeve shirt school tie black leather shoes (not trainers) white socks	dark green long trousers green striped long-sleeve shirt school tie pullover (school colours with school logo) Jacket (with school logo) black leather shoes (not trainers) white socks

<u>SUMMER</u> <u>Girls (KG - Year 6)</u>	<u>WINTER</u> <u>Girls (KG to Year 6)</u>
green culottes red/white striped short-sleeve shirts school tie black leather shoes (not trainers) white socks	tartan kilt (school colours) red/white striped long-sleeve shirts school tie black leather shoes (not trainers) white socks

	Jumper (school colours) and school logo) Jacket (with school logo)
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<u>SUMMER</u> <u>Girls (Year 7 - Year 11)</u>	<u>WINTER</u> <u>Girls (Year 7 - Year 11)</u>
green culottes green striped short-sleeve shirt school tie (red and green striped) black leather shoes (not trainers) white socks	tartan kilt (school colours) green striped long-sleeve shirt jumper (school colours) and school logo) Jacket (with school logo) school tie (red and green striped) black leather shoes (not trainers) white socks

School Tie:

KG/Reception/Year 1 (inclusive) - Green and Red Stripe

Year 2 – Year 6 (inclusive) - White and Black Stripe

Year 7 to Year 11 (inclusive) - Red and Black Stripe

<u>SUMMER/WINTER</u> <u>Girls (Year 12 and Year 13)</u>	<u>SUMMER/WINTER</u> <u>Boys (Year 12 and Year 13)</u>
dark green skirt red/white stripe long-sleeve shirt Black leather shoes (not trainers) Black blazer	dark green long trousers red/white stripe long-sleeve shirt Black leather shoes (not trainers) Black blazer

<u>SUMMER</u> <u>Boys (SEN)</u>	<u>WINTER</u> <u>Boys (SEN)</u>
green shorts (infant & juniors) red short-sleeve shirt school tie black leather shoes (not trainers) white socks	dark green long trousers red long-sleeve shirt pullover (school colours with school logo) Jacket (with school logo) school tie black leather shoes (not trainers) white socks
<u>SUMMER</u> <u>Girls (SEN)</u>	<u>WINTER</u> <u>Girls (SEN)</u>
green culottes red short-sleeve shirt school tie black leather shoes (not trainers) white socks	tartan kilt (school colours) red long-sleeve shirt school tie black leather shoes (not trainers) white socks Jumper (school colours) and school logo) Jacket (with school logo)

<u>SUMMER</u> <u>Girls/Boys</u>	<u>WINTER</u> <u>Girls/Boys</u>
white T-shirt with school logo white shorts trainers	green/red track suit with school logo trainers

- Please note female students who wear hijab (head scarf) are allowed to wear green trousers at all times with a long sleeved shirt.
- The Uniform shop is open
- 8.30am-1.30pm every day EXCEPT FRIDAY

Dates:

- 1st September - 2nd week of November: Summer uniform
- 2nd week November-1st week of March: Winter uniform
- 2nd week March- end of third term: Summer uniform

PARTNERSHIP BETWEEN PARENTS AND SCHOOL

At Kuwait National English School we believe in building a caring atmosphere with fair but firm discipline but we also believe that a strong partnership between parents and school should be maintained in the interests of all the pupils.

Communication between parents and school is done through the VLE and School Portal.

Letters are also posted on the school website.

Parents are well informed about daily matters relative to the education of their child.

Parent/teacher consultation evenings are organised during the school year and parents are informed well in advance through the website and the school portal. Reminders are sent home about any meetings for appropriate dates as well as through the VLE and School Portal.

For matters arising at other times of the school year, parents are welcome to see their class/subject teacher, but an appointment must be made through the school office. Heads of department / Pastoral Coordinator / Social Worker are always informing parents when pupils are facing any difficulties (academic or social).

For IGCSE, GCSE and GCE pupils, during the year parents are called to discuss matters relevant to the progress or any difficulties their child may be facing.

A special meeting is organized between parents and subject teachers when it is time for Year 9 pupils to choose their IGCSE, GCSE and their GCE options for the following year usually in February. A special booklet is also available for this purpose.

Parents have many opportunities to discuss the personal, social, academic progress of their child/ren through consultation evening, but also all other occasions where parents could meet the staff of the school, for example, concerts, sports days, “Tolerance Day”, National Day Celebrations, or any other event links with the academic activities or extra-curricular activities.

On other occasions, parents can always take an appointment through the administration, to meet the Management Team or the Form Tutor in the Secondary Department, or the Class Teacher in the Early Years and Primary Departments. In case of any complaint an appointment is fixed with the Assistant Director and if the matter cannot be resolved this will be referred to the Director but under no circumstances a subject teacher, class teacher or pupil should be approached directly if this is where the problem lies.

Parents are informed what their child will be taught during the term through the system of “*Course outlines*”/schemes of work which is posted on the parent portal and VLE.

The Parent portal/VLE is an essential tool to communicate with parents and to set homework and help students with their learning. Parents are welcome to seek advice on these matters from the school.

A translator is always available to ensure accurate communication between school and parents. Letters sent home to parents are both in English and Arabic.

HOMEWORK POLICY

To be worthwhile homework has to either:

- Explore and extend ideas studied in the classroom;
- Reinforce work studied in the class

The aims of the homework are to:

- Develop the ability of the pupil to organize themselves;
- Encourage pupils to develop as independent learners;
- Research and develop ideas studied in school;
- Present ideas studied in school in varied and stimulating ways;
- Extend the ideas and concepts studied in school;
- Promote reading as a 'leisure time' pursuit;
- Encourage pupils to learn and review the work covered in school, on a regular basis.

Homework is issued on a regular basis. It is obvious the amount of homework and time spent completing will increase as the pupil progresses through the school.

A pupil will always be expected to make a note of homework set in their personal homework diary.

SCHOLARSHIP (currently under review)

Scholarships are offered to keep alive the memory of Omar Al Gharabally who died because of a criminal driver while he was studying law. Omar was very eager to learn but extremely passionate about international law and constitutional law. Omar was keen to be a true lawyer, fond of justice and he wanted also to go into politics. He would have celebrated his 20th birthday two weeks after he died.

The Omar Al Gharabally Scholarship is offered to pupils from Year 9 and for those preparing for IGCSE, GCSE and GCE (IAS and IAL). It is open to all pupils from KNES and external applicants. According to the level of the test results, full, half or a quarter year fees will be offered. (*Appendix 1 – Scholarship Policy*)

Please telephone the school to obtain information and to make an appointment for an interview and test in order to be eligible for the special Omar Al Gharabally Scholarship.

BASIC EQUIPMENT FOR PUPILS

Please ensure that pupils come to school equipped with the following essentials:

Primary:

- HB Pencils (3 or 4);
- Colouring Pencils (not felt tipped pens);
- A good quality eraser;
- Pencil sharpener;
- Shatterproof ruler – 30cm;
- A container for the above (with the exception of the ruler);
- A pair of round nosed scissors;
- Glue-stick
- Years 4, 5, and 6 pupils will also need a basic calculator, compass, and protractor
- Writing pens - blue (Year 6)

Secondary

1. Writing pens;
2. Laptop
3. HB pencils;
4. Colouring Pencils (not felt tipped pens);
5. A good quality rubber;
6. 30 cm metal ruler;
7. Pencil sharpener;
8. Glue stick;
9. Scissors;
10. Electronic scientific calculator (particularly from Year 10 to 13)
11. Exercise books are available from the school shop and pupils should use only these exercise books.

ASSESSMENT POLICY

Teaching and Learning

Schemes of Work /Mapping of the Curriculum/Lesson Plans:

Schemes of work define the structure and content for teachers. Schemes of work are not always the same from year to year or even from class to class; the ability levels of the pupils being taught must be taken into consideration and this heavily influences the scope and depth of topics included in the schemes of work. As a result, schemes of work are assessed regularly and modified when and where necessary; within the framework of the U.K. National Curriculum; planning and learning must be done in the way that best meets the needs of our pupils.

Essentially, schemes of work are designed to ensure progression and continuity in subjects throughout the school. Naturally planning should start from a consideration of:

- a realistic assessment of time available for the teaching of each subject in relation to other subjects
- the ways in which the subject is organised taking into account the learning styles and ability levels of the pupils
- Resources used
- Schemes of work help to translate the curriculum objectives into teaching and learning activities
- Staff members are required to review and revise in a realistic way, the schemes of work. They are required at the start of each term to produce a course outline which is available on the parent portal and VLE.

Setting Attainment Targets

In setting up schemes of work, teachers set attainment targets for the pupils. Attainment targets must be set in order to offer a challenging and stimulating learning environment for all pupils, in relation to each pupil's intellectual level of competency.

Assessing, Recording, Reporting and Marking

As part of Assessment for Learning, the interrelated strategies that are part of everyday learning and teaching are:

- sharing and talking about learning objectives, learning outcomes and success criteria with children; clarifying progression
- recognising that learning is often demonstrated through oral and written language, and the academic language required to show understanding has to be explicit and part of the sharing of learning objectives and success criteria
- observing and listening to gather intelligence
- questioning and whole-class dialogue to check, probe and develop understanding
- explaining and modeling to clarify progression in key concepts and skills, demonstrate thinking processes and exemplify quality
- giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning
- planning for group talk, peer assessment and self-assessment to help children develop as independent learners
- planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and the obstacles to their progress.

Policies to Ensure Quality Teaching and Learning

1. Assessments include a reference to the designated UK National Curriculum performance descriptors. (expectations)
2. Assessments include formative and summative assessment procedures
3. Attainment Targets set for pupils or groups of pupils are tracked effectively

4. Pupils are assessed not only in relation to other pupils in the class but also according to national standards of the UK.
5. Each School Area has standardised criteria for assessment through collaborative planning of common tasks in curriculum areas and the sharing of marking schemes.

Progress is monitored on a continuous basis using all of the following:

1. Assignments
2. Ongoing assessments
3. Homework (including whether or not it is completed)
4. Participation in class: Pupils who do not have a clear understanding will tend to participate less
5. Attendance/Late/Leaving Class: Pupils, who fail to attend, arrive late or find reasons to leave class are often those who are experiencing difficulties with the material being taught and require extra attention to ensure they do not fall further behind.
6. Notebook Checks: To ensure pupils are keeping quality records of what they have learned in class.

At KNES, we believe that continuous assessment, and recording is a crucial and integral part of the teaching and learning process. In accordance with the planning policy, learning objectives will be clearly identified in the short-term plans and the assessment criteria matched to these.

Primary

The method of assessment in the Primary department is as follows:

- CAT4 results are used to set threshold grades at the beginning of each academic year to stretch and challenge our pupils and to plan intervention strategies.
- PTE, PTS & PTM are done annually to monitor progress in English, Science and Mathematics.
- End of unit assessment
- Focused assessment activities.
- Reading, Speaking and listening
- Consideration of finished work/marking;
- Continuous Assessment
- Weekly spelling/mental maths tests.

Term Reports are available through the parent portal and VLE.

Secondary and Sixth Form

The method of assessment in this department is as follows:

- CAT4 results are used to set threshold grades at the beginning of each academic year to stretch and challenge our pupils and to plan intervention strategies.
- PTE, PTS & PTM are done annually to monitor progress in English, Science and Mathematics.
- End of unit assessment
- Focused assessment activities.
- Reading, Writing, Speaking and listening
- Consideration of finished work/marking;
- Continuous Assessment.

Term reports are available on the parent portal and VLE. The reports outline the progress made by the pupil. Details about attendance and behaviour are also provided.

The methods used to assess each pupil in the secondary school are both rigorous and comprehensive. Assessment is based on formal and informal assessment throughout the year and great emphasis is placed through informal assessment to take into account all abilities.

The assessment procedure includes a range of sources of information. These include:

- Specific pieces of class work and homework marked by teaching staff
- Pupil end of unit tests in each academic subject area
- Standardised English, Science and Mathematics tests

- Mock IGCSE and GCSE examinations for students in Year 11, 12 & 13.
- The Sixth Form students are obliged to hand regularly an assignment or research work in each subject taken about what has been covered in class in each subject over that period of time;

From the start of Year Seven, pupils will be subjected to written end of unit tests in all academic subjects studied. These tests will take place regularly. The assessment questions will be based, for the most part on the learning objectives your child should have achieved during the previous lessons. This will ensure that your child is regularly involved with reviewing and revising work.

Parents should bear in mind that the fees are to be completely settled at the end of the school year (legally all the fees should be settled by December for the Early Years Department and by March for the other departments) and all textbooks and library books returned in the same condition as when they were given out by the teacher and librarian.

If parents are planning to remove their child they must give 1 term notice to the school and pay the full school fees.

REPORTING POLICY

Parent Teacher Conferences;

The school offers Parent Teacher Conferences each academic year. Parents are encouraged to attend and discuss issues regarding the progress of their children.

Early Years

Term reports are available on the parent portal and VLE. Early Years Term Reports are taken from the UK Early Years Foundation Stage Profile. This documents is based on the UK Development Matters which assess children on an ongoing basis according to their age and the developmental expectations.

Primary

Term reports are available on the parent portal and VLE. Reports will reflect an attendance, effort grade and attainment grade. Reporting is done according to the following categories;

RED	Below expected progress
AMBER	Working towards expected progress
GREEN	Expected progress
BLUE	Exceeding expectations

Secondary

Term reports are available outlining the progress made by your child. Detail about attendance and behaviour will also be provided. All information pertaining to your child progress is available on the parent portal and VLE.

Colour code is used to assess and report on your child's progress. Threshold give the stretched grade which is obtained from the CAT4 standardised test paid by the school and marked in the UK.

Threshold
Excellence
Secure
Developing
Foundation

The present assessment structure in Secondary will help the students tremendously in their International General Certificate of Secondary Education (IGCSE) from CAIE (Cambridge Assessment International Examinations) and GCSE as well as for IAS and IAL. Our aim is to provide a smooth transition and a beneficial experience between Kuwait National English School and the university for our students.

Special Educational Needs

Academic reports are compiled regularly during the year in order to report academic progress. At the beginning of the year each teacher in the SEN Department prepares an Individual Educational Plan (IEP) for each student in their class. Parents are then asked to meet with the teacher to discuss the IEP. In SEN the students' home work diaries are also used to enhance communication between teachers and parents.

The students in SEN are assessed regularly throughout the year. These same assessments are used to assess students for their IEP's in October and February.

Assessment 1	> Entry to school	> IEP to be prepared and given to parents
Assessment 2	> Term report	> Report to parents
Assessment 3	> Second Term	> IEP to be prepared and given to parents
Assessment 4	> End of Year report	> Reports to parents

These reports and assessments will follow the pupil throughout their school life at KNES. Assessments will be passed onto each new teacher at the start of the academic year.

Each pupil in KNES has a personal file kept in the reception office. These files include all relevant information about a pupil: the registration card, contact details of parents, academic history (previous schools attended), copies of reports and copies of any other relevant letters sent to the parents (for example behavior letters).

HEALTH CARE POLICY

The school has qualified nurses, always on site during school hours and also during special occasions where students are present.

Should a pupil be taking medicine or suffer from a medical condition which might affect him/her in school, it would be appreciated if you could notify the main administration office and the school nurse. Medication will be administered under the supervision of the nurse and not by the class teacher.

Should a pupil become ill or have an accident while at school so that medical treatment is required, the following action will be taken:

1. We shall try to contact a parent/guardian by telephone if this is possible. It is very important that the school has an emergency contact number and that any change of address/telephone number is updated;
2. We shall telephone the local surgery or hospital and, if necessary, arrange to have the child taken there, accompanied by a parent/guardian or by the nurse or a nominated member of the school staff.

From time to time, there are medical examinations/vaccinations organized by the Kuwait Health Authority. These are, in the main, routine in nature and, in most cases, parents will be notified in advance of details.

CAFETERIA

During intervals, a cafeteria service is available at which hot and cold food and drink may be purchased. Refer to school rules and Code of Conduct for behaviour and keeping the cafeteria in an orderly fashion.

PRACTICE OF SPORT

We believe that the practice of all sports should be encouraged as soon as possible to promote a balanced and sound education and life skills forever. Primary students are receiving swimming lessons with specialist teachers and, from Year 3 a male or female member of staff from the PE department gives these lessons separately according to the gender of the student. The practice of sport is also encouraged through intra-house competitions within the school or inter-school with ISACK and KFSAC or, through team practice and the wide range of sporting after school extra-curricular activities. Every year each department within the school organizes its own Sports Days and these events are very popular amongst parents, pupils and staff. Pupils from Special Needs Department are also actively involved in the Sports Days.

EXTRA-CURRICULAR ENRICHMENT ACTIVITIES/INTERVENTION PROGRAMMES

Early Years provides after care activities for children from 1:20pm -3:00pm who may need extra social interaction, for those children who are registered for bus transportation at 2:00pm, for those whose parents are unable to pick up their children at 1:00pm.

A large variety of enrichment activities in relation to intervention strategies are offered after school from 2:20 p.m. to 3:20 p.m. for pupils from Year 1 to Year 13. Besides the activities which are an extension of curriculum or support there will be sport practice and team practice for inter-school competition (swimming, football, basketball, uni-hoc, benchball etc...) is also taking place after school. Parents are responsible to collect their children promptly at 3:20 p.m. unless otherwise advised. Same procedure is adopted for pupils taken out of school for inter school competitions.

SCHOOL CURRICULUM

Throughout all the school, fully qualified teaching staff delivers the up to-date curriculum which follows the National Curriculum for England and Wales, adapted to the needs of each pupil.

The curriculum is delivered throughout the whole of the school in small classes and the student teacher ratio is good. In Maths and English from Yr. 10, pupils are set according to their ability in order to target their specific needs.

Early Years School

In the Early Years, the teacher is concerned in the first instance about the child's acquisition of good habits: personal, social, and emotional. Early Years is concerned mostly for the developmental progress of the children and the acquisition of basic skills.

The Early Years Curriculum is the Early Years Foundation Stage as set out by U.K. National Curriculum. The "Areas of Development" are based on **3 Prime Areas** and **4 Focused Areas** of Learning.

- ❑ **Personal Social Emotional;** Making Relationships, Self-Confidence & Self Awareness, Managing Feelings and Behaviours
- ❑ **Communication and Language:** Listening and Attention, Understanding, Speaking
- ❑ **Physical Development;** Moving and Handling, Health & Self Care
- ❑ **Literacy;** Reading and Writing
- ❑ **Mathematics;** Numbers, Shape Space and Measures
- ❑ **Understanding the World;** People and Communities, The World, Technology

- **Expressive Arts and Design;** Exploring and using media and materials, Being Imaginative

Transition Policy:

At Kuwait National English School we feel it is vitally important that children have a smooth and seamless transition between year groups. The continuity of the environment and staff help children to move within the school easy and without stress.

A variety of procedures are in place to facilitate the smooth transition especially between Reception and Key Stage 1 as well as Yr 6 to Yr 7. (Key stage 2 / Key stage3) These include peer observations between year group teachers, communication between year group key persons, meetings discussing the characteristics of learning of each child. Students will also be given the opportunity to visit the new classrooms and spend time with the new teachers. A complete journal of learning and achievements will be shared each year to assist ongoing learning for each unique child.

A schedule of events to facilitate transition will be set out by the Head of Department for both Early Years and Primary and Secondary

Primary School:

The Primary School endeavours to follow the Creative Curriculum established in Early Years when planning and delivering lessons and continuation of the Learning Goals begun in Early Years.

Key Stage 1

Year 1

- Literacy (English Language consolidation of the previous acquisition); Reading, spelling, phonics, handwriting and basic grammar (starting to build short sentences), as well as creative writing and poetry.
- Numeracy (Mathematics), number and place value, addition and subtraction, multiplication and division, fractions, measurement and geometry, mental maths and problems solving.
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- ICT
- Topics- Science, History, Geography (list of topics is available from the Head and Curriculum Coordinator);
- Swimming and PE; (with specialist teachers)
- Music (with specialist teacher), Drama/Video/Story;
- Art
- Design and Technology
- PSHE (Personal, Social & Health Education)

Year 2

- Literacy (English Language consolidation of the previous acquisition); Reading, spelling, phonics, handwriting and basic grammar (starting to build short sentences), creative writing and poetry.
- Numeracy (Mathematics basic arithmetical concepts/consolidation, starting multiplication, mental maths,
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- ICT
- Library/reading;
- Topics- Science, History, Geography (list of topic is available from the head and Curriculum Coordinator);
- Swimming and PE; (with specialist teachers)
- Music (with specialist teacher), Drama/Video/Story;
- Art
- Design and Technology

- PSHE (Personal, Social & Health Education)

Key Stage 2

Year 3

- Literacy (English Language consolidation of the previous acquisition and extension); Reading, spelling, writing, hand writing, drama, creative writing and poetry.
- Numeracy (Mathematics), number and place value, addition and subtraction, multiplication and division, fractions, measurement and geometry, mental maths, problem solving and statistics.
- Topic – Science History, Geography depending on the focus on the term (the list of topics is available from the head and Curriculum Coordinator:
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- ICT
- Library/reading;
- Swimming and PE; (with specialist teachers); separate lessons for boys and girls taught by teacher(s) from the same gender;
- Music (with specialist teacher), Drama/Video/Story;
- Art
- PE and Swimming (boys and girls have separate lessons and are taught by a teacher of the same gender)
- Design and Technology
- PSHE (Personal, Social & Health Education)

Year 4

- Literacy (English language: reading, spelling, writing, grammar, extension of the vocabulary and introduction to Literature);
- Numeracy (Mathematics), number and place value, addition and subtraction, multiplication and division, fractions, measurement and geometry, mental maths, problem solving and statistics.
- ICT
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim pupils: Syllabus from the Kuwait Ministry of Education;
- French (pupils in need go for extra English instead of French) with a specialist teacher.
- Art
- Music (specialist teacher) and Drama
- Library/Video
- PE and Swimming (boys and girls have separate lessons and are taught by a specialist teacher (of the same gender)
- Science
- History
- Geography
- Design and Technology
- PSHE (Personal, Social & Health Education)

Years 5 and 6

- Literacy (English Language: reading, spelling, writing, grammar, extension of the vocabulary and introduction to Literature)
- Numeracy (Mathematics), number and place value, addition and subtraction, multiplication and division, fractions, measurement and geometry, mental maths, problem solving and statistics.
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Science (Physics, Chemistry and Biology)
- History
- Geography
- ICT

- French (pupils in need go for extra English instead of French) specialist teacher
- Art
- Music (specialist teacher) and Drama
- Library/Video
- PE and Swimming (boys and girls have separate lessons and are taught by a specialist teacher of the same gender)
- Science
- Social Studies: Syllabus from the Kuwait Ministry of Education
- Design and Technology
- PSHE (Personal, Social & Health Education)

Key Stage 3

Years 7 and 8

- English Language: reading, writing, grammar, drama, literature and poetry.
- Mathematics; Number, Algebra, Ratio Proportion and rates of change, Geometry and Measures, Probability and statistics.
- General Science
- History
- Geography
- French
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Social Studies: Syllabus from the Kuwait Ministry of Education;
- Music
- Art and design
- Computer Sciences
- PE and Swimming (boys and girls have separate lessons and taught by a teacher from the same gender)
- PSHE (Personal, Social & Health Education)

Year 9

- English Language: reading, writing, grammar, drama and literature and poetry.
- Mathematics; Number, Algebra, Ratio Proportion and rates of change, Geometry and Measures, Probability and statistics.
- Science
- Business Studies
- Geography
- History
- French
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Music;
- Art and design
- Computer Sciences
- PE and Swimming (boys and girls have separate lessons and are taught by a teacher of the same gender).
- PSHE (Personal, Social & Health Education)

During the middle of the 2nd term Year 9 parents, pupils and members of staff hold a special meeting in order to discuss the IGCSE options students will take in the following years. We generally advise pupils to take a broad and balanced range of options in order not to be penalized in their future studies. A special booklet is available for those pupils/parents to help them in their choice and to get familiar with IGCSE and GCSE (see booklet from the school).

Key Stage 4:

Year 10 and Year 11: IGCSE Preparation Classes

We are following the syllabi laid down for IGCSE, GCSE by CAIE and Edexcel/Pearson of which the school is accredited.

The following subjects are compulsory:

- English
- Mathematics;
- P.E.
- Arabic/ Islamic /Quran (Ministry Requirement)

The following subjects are available in 6 option rows that are (one subject should be taken from each row):

- **Option 1:** French, Business Studies, Biology
- **Option 2:** Economics, ICT, Chemistry
- **Option 3:** Biology, Arabic , ICT
- **Option 4:** Accounting, Art & Design, Physics
- **Option 5:** Chemistry, Geography, Business Studies
- **Option 6:** Physics, History, Drama

Details of the syllabi in all the subjects mentioned above are available upon request. Before entering the examination, pupils will be advised to enter either at the 'core' or 'extended' level, bearing in mind that the grades obtain will be different (refer to our IGCSE/GCSE option booklet).

Usually IGCSE/GCSE examinations are taken at the end of Year 11, but the more able pupils attempt to enter to IGCSE/GCSE at the end of Year 10 if the pass grade is sufficient, to continue with IAS and IAL along with other IGCSE.

Arabic Studies, Islamic Studies and Quran are now a ministry requirement.
(reference to our Option Booklet)

Sixth Form

Year 12 and Year 13

We are following for IAS and IAL the syllabi laid down by Cambridge Assessment (UK) and EDEXCEL (UK) for which the school is accredited.

Pupils who successfully pass IGCSE/GCSE examinations with sufficient grade (a minimum of C is required) may wish to continue for IAS and IAL according to the university they wish to join. The Careers Adviser is available to advise them to make any contact with universities abroad or in Kuwait and to prepare for their application into University anywhere in the world.

The list of IAS and IAL examinations offered in the school is:

- English, English Literature (separate or a combination);
- Mathematics (Pure, Statistics and Mechanics or a combination);
- Chemistry;
- Physics;
- Biology;
- French;
- History;
- Geography;
- Business Studies;
- Economics;
- Accounting;

- Art;
- ICT
- Arabic

All classes offer a very low pupil teacher ratio, often at a level of less than one teacher to five pupils!!

SEN

Pupils in SEN are placed in classes according to their age and ability. Every pupil in SEN has an Individual Education Plan (IEP) to address their specific levels of ability. Pupils in SEN are taught lessons in the following areas:

- ❑ Literacy
 - Expressive Language;
 - Receptive Language;
 - Reading Skills;
 - Writing/Fine Motor Skills;
- ❑ Numeracy;
- ❑ Science;
- ❑ Geography;
- ❑ History;
- ❑ Art;
- ❑ Music;
- ❑ ICT;
- ❑ Personal and Social Development
- ❑ Kuwait Social Studies

Pupils also receive –

- a) Physical Education and Swimming Lessons from qualified teachers;
- b) Lessons in Arabic and Islamic Studies;
- c) Speech Therapy from qualified speech and language pathologists;
- d) Physiotherapy
- e) Occupational Therapy

The School for SEN provides an individual programme of education for pupils with Special Educational Needs. Children aged 4 to 15 years of age work in small groups of age and ability appropriate class groups with a maximum of eight pupils. These children have mild to severe disabilities including Autism, Downs Syndrome, Cerebral Palsy, Mental Retardation and other less well known syndromes. They are taught in a caring and non-threatening environment where they can learn at their own pace with plenty of support and encouragement.

Some classes have extra assistants employed on a 1:1 basis for some pupils. For P.E. lessons the teacher and teaching assistant work with the specialist subject teacher in the gymnasium or swimming pool.

All subjects are taught through the medium of English by qualified staff and pupils have Arabic, Islamic Studies and Quran taught by specialist subject teachers, qualified to work with SEN children.

The subjects of the curriculum, includes all the core subjects of the UK National Curriculum from England, Wales and modified and adapted to the abilities of the pupils.

FACILITIES

To support the delivery of the curriculum, the school offers beautiful facilities; parents/pupils should have a look at our school facilities:

- The extensive science centre with four separate laboratories for Chemistry, Biology, Physics and General Science with all the latest equipment in the Omar Science Laboratories in the Prince George wing;
- All classrooms are equipped with integrated white boards.

- The ICT suite consists of three laboratories. Two in the Princess Charlotte wing and one in the Prince George wing.
- The school is entirely networked and there is access for pupils to e-mail and Internet for research and communication everywhere in the school.
- Access to audio video aids in Humanities/Language rooms and Sixth Form common room.
- The school offers also the best facilities in Kuwait for sports and games with a basketball, volleyball, tennis courts, a large sports hall/gymnasium and an Olympic style indoor swimming pool with cooling and heating system for the water;
- Specific rooms for Art, Music and Drama are available. A large room specific for Drama designed for students to perform is situated in the Princess Charlotte wing.
- Separate extensive Early Years Department adapted to the needs of the little ones with their own safe playground and secure garden area.
- Separate brand new purpose built classrooms for pupils with learning difficulties;
- Large shaded playground purposely surfaced for sports and games
- Al Farabi theatre fully equipped with sound, music system for school performances, graduation ceremony and other events.
- Three Speech therapy rooms;
- Physiotherapy room;
- Occupational Therapy

Appendix 1

SIXTH FORM CHARTER

Pupils in the Sixth Form at KNES in other words those pupils in Years 12 and 13, have special privileges and therefore have special responsibilities.

1. The nature of their studies means that there are periods on their timetables when they have no classes. These periods are to be used for private study and not for wandering around the school;
2. They are not expected to attend registration at 7:15 a.m. if they have no classes early in the morning and they do not have to stay in school until 2:00 p.m. if they have no classes at the end of the day.

However, they must sign the Sixth Form book in Reception when entering or leaving the building and they must attend, and be on time for all of their classes, and they must also meet with the Head of Sixth Form (Year 12 and 13 Tutor) at least once per week to discuss their progress and be informed of any school developments.

3. The school provides Sixth Formers with their own study room.

This room is for working and must not be used for any other purpose. The furniture and equipment should not be misused and the general area must be kept tidy.

Pupils from any other Year or Class **must not use the room.**

4. Because of their unique position in the school, younger pupils look up to Sixth Formers.

This means that they should always set a good example to others by their behavior in class and in public and by their appearance and their punctuality and attendance at classes.

They should also be seen to support all school events and policies.

Parents and guardians are expected to:

- Work in partnership with staff to ensure good behaviour
- Inform staff of any concerns
- Respond to concerns raised by members of staff
- Ensure pupils come to school correctly equipped and prepared to work
- Sign the homework diary once a week
- Return reply slips for monthly reports/letters
- Respond to letters in writing
- Inform the school in writing, prior to the event about any absence with a valid reason
- Ensure parent/guardian collects students promptly at the end of the school day if their child is not in a after school enrichment programme
- Ensure student arrives promptly to school, to be on school site for 7.10am, to ensure their child arrives at registration by 7.15am each day and every day
- **Parents must sign the attendance / behaviour agreement provided at the time of registration.**
- Inform the school regarding any medical history of their child
- Provide a medical note for any absentee due to illness
- Provide in advance a letter and gain permission for any travel during the school year.

