



Whole School Policies and Procedures

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Ethos Academic Calendar 2015 - 2016

Autumn Term

Staff Training	Sunday, Aug 23- Monday, Sept 21
*Eid El Adha	Tuesday, Sept 22- Saturday, Sept 26
1st Day of Term	Sunday, Sept 27
Armed Forces Day	Tuesday, Oct 6
*Islamic New Year	Thursday, Oct 15
Half Term	Wednesday, Nov 11- Saturday, Nov 14
Last Day of Term	Tuesday, Dec 22
Winter Holiday	Wednesday, Dec 23- Saturday, Jan 9
*Prophet's Birthday	Wednesday, Dec 23
Coptic Christmas	Thursday, Jan 7

Spring Term

1st Day of Term	Sunday, Jan 10
Police/Revolution Day	Monday, Jan 25
Half Term	Wednesday, Mar 2- Saturday, Mar 5
Last day of Term	Thursday, Apr 21
Spring Holiday	Sunday, Apr 24- Monday, May 2
Coptic Palm Day	Sunday, Apr 24
Coptic Easter/ Labor Day	Sunday, May 1
Sham El Neseem	Monday, May 2

Summer Term

1st Day of Term	Tuesday, May 3
Last Day of Term	Thursday, Jun 30
Last Day for Staff	Thursday, July 7

Total number of school days is 174

* Please note that dates of Islamic public holidays may be subject to change

Structure of the Junior School

The Junior School consists of three Key Stages for pupils from ages 4 to 12

Key Stage	Year Group	Age Range
Foundation Stage (FS)	Foundation Stage 1	4-5
	Foundation Stage 2	5-6
Key Stage 1 (KS1)	Year 1	6-7
	Year 2	7-8
Key Stage 2 (KS2)	Year 3	8-9
	Year 4	9-10
	Year 5	10-11
	Year 6	11-12

Bell Schedule

Time	Foundation Stage	KS1 and 2
8:00-8:10	Registration and Breakfast	Flag Salute
8:10-8:20	Registration and Breakfast	Registration
8:20-9:00	Lesson 1	Lesson 1
9:00-9:40	Lesson 2	Lesson 2
9:40-10:20	Break 1	Lesson 3
10:20-10:50	Lesson 3	Break 1
10:50-11:30	Lesson 4	Lesson 4
11:30-12:10	Lesson 5	Lesson 5
12:10-12:50	Lunch	Lesson 6
12:50-1:30	Break 2	Prayers, Lunch and Break 2
1:30-2:10	Lesson 6	Lesson 7
2:10-2:50	Lesson 7	Lesson 8
2:50-3:00	Classroom Cleanup	Classroom Cleanup

Language

All communication between staff and pupils must be in English, with the exception of Arabic, Arabic Social Studies and Religion teachers, as well as non-English speaking staff. Pupils must be spoken to in English, and encouraged to respond in English at all times, in and out of lessons.

Staff must refrain from using any language that may be deemed offensive and inappropriate to pupils and must inform the Class Teacher / Head of Key Stage of any pupil using inappropriate language.

Relationships with Pupils

Strong and professional relationships with pupils are critical in establishing an environment conducive to learning. Teachers must at all times demonstrate self-discipline and communicate high behavioural and academic expectations to all pupils. It is important to be well acquainted with your pupils' names and to establish clear, firm and consistent rules at the beginning of the year.

Principles such as fairness, integrity, honesty and respect must be the guiding force behind teacher and pupil interactions. Teachers must be proactive in establishing rapport and in understanding the personality and needs of their pupils. Teachers must never insult, humiliate or degrade any pupil, use aggressive physical contact, or lose their temper.

Public Image and Confidentiality

All staff are expected to treat all school related matters as confidential. This includes staff sharing of information about pupils, the school or other staff members.

- Keep pupil names confidential when drawing/demonstrating comparisons between pupil performance levels.
- Refrain from discussing any information pertaining to the financial situation of any members of the school community outside school.
- Discuss concerns regarding pupils with behavioural issues and / or learning challenges only with appropriate school staff and with parents/guardians inside school premises.
- Uphold the confidentiality of pupil documents and files (cumulative, custody/divorce paperwork, etc.) which may be accessible to some school staff members, and the confidentiality of all the information contained in these files.

The school's public image (inside and outside of school) is also very important. Staff are expected to be respectful, diplomatic and patient when dealing with parents. Staff must be careful of audible complaints and body language that can be misinterpreted or misconstrued and should refrain from discussing their private life with parents and pupils.

Private Lessons/ In-school Support

Teachers are not permitted to offer or provide private lessons to EIS pupils in lieu of payment. However, all teachers are expected to provide extra 'in-school' support for pupils who are struggling in specific academic areas. Support lessons usually take place during break-times and can be planned informally by the teacher, when deemed necessary, or they can be scheduled on a more formal basis by the Head of Key Stage/Head Teacher. Teachers must inform the Head of Key Stage of pupils requiring academic support in order for parents to be notified by the Junior School Office.

Staff Lounges and Work Rooms

Staff Lounges and Work Rooms are available per Key Stage. Specialist teachers shared between Key Stages are assigned to a Lounge and Work Room by the Head Teacher. Each lounge contains a refrigerator, microwave and an electric kettle, as well as a seating area. Additionally, mailboxes and personal lockers are provided to each member of staff. Work Rooms are equipped with computers.

Staff Lounge and Work Room Protocol

- Pupils, parents and visitors are not allowed to enter the Staff Lounges and Work Rooms.
- Staff Lounges and Work Rooms must be kept clean. All personal belongings should be placed in provided lockers.
- Avoid gossiping and voicing complaints in public.
- Be respectful, polite and humble when communicating with colleagues.
- Avoid high noise levels.
- Utilize time spent in Work Rooms productively and wisely.

Staff Meetings

Regular staff meetings are held throughout the year and attendance is mandatory. Whilst the nature and purpose of staff meetings may vary, all meetings focus on improving the quality of learning and teaching within the school, thereby raising levels of attainment and achievement.

Morning Staff Briefings

There is a whole-school morning staff briefing every Sunday at 7:40 am and morning briefings with Heads of Key Stage on all other days. Information pertinent to the day, reminders for the week, such as trips, events, absences, cover, schedule changes, etc. are communicated during these meetings.

Whole School Staff Meetings

There are scheduled Whole-School Staff Meetings on the first Sunday of every month which take place after school from 3.30pm to 5.30pm. These meetings address departmental and whole-school needs, as well as staff development. Additional meetings may be called for specific purposes when deemed necessary, and unless advised differently, all staff must attend.

Year Group Meetings

Year Group meetings are scheduled weekly, led by the Head of KS and attended by Year Group Coordinators, Class Teachers, Teacher Assistants, Head of Character Education and Head Teacher. Year Group meetings focus on analyses of Year Groups, classroom and individual pupil data, differentiation, classroom instruction, lesson planning, and formative and summative assessments, in order to accurately identify strengths, areas of weakness, and instructional and behavioural strategies necessary to improve pupil performance. Teachers select areas to plan and rotate it termly to allow for curriculum professional development. Homework, class worksheets, trips, classroom displays and others matters associated with weekly plans are also discussed and finalized in Year Group meetings.

Senior Leadership Team / Executive Committee Meetings

SLT meetings are also held on a weekly basis for the purpose of managing and monitoring the day to day practices of the school, as well as developing, planning and implementing strategies for whole-school improvement. SLT meetings are attended by the Head Teacher, Head of Key Stages and Heads of Departments. Executive Committee meetings also take place weekly. Attendees vary depending on the issues being addressed.

Continuous Professional Development

Our Continuous Professional Development Programme is guided mainly by the School Improvement Plan and the individual needs of the staff within the school.

All staff members are provided with intensive in-service training and on the job mentoring and coaching which has proven to be one of the most successful ways of developing skills, expertise and confidence. Staff members are also given verbal and written feedback when observed, and have the opportunity for peer observation, as this is an effective way to develop best practices across the school.

In addition, whole-school staff development takes place during general staff meetings, but extra workshops / training may be scheduled when necessary.

Teacher Performance Development

All teaching staff are formally and informally observed to maintain the quality instruction offered at Ethos International School. Observations are used to inform decisions regarding staff retention / termination, appraisals and professional development. Teachers can expect senior staff to visit their classrooms at any time, and are expected to maintain an 'open door' policy.

Formal observations are conducted twice a year in November and March, or 3 months after the hiring of any new teaching staff member. Informal observations are carried out on a monthly basis; in September, October, December, January, February, April, May and June. Please refer to the Ethos Observation Policy for more details.

Performance Development Cycle:

September/October

- Allocation of Line Managers for staff observations
- Setting observation dates and negotiating targets
- Ongoing informal observations of staff

November/ December

- Formal and probationary observations are carried out
- Feedback is given to staff and Feedback Session Form is completed by observer
- CPD needs are discussed
- Informal observation of staff continue

January/February

- Assessment of informal observations of staff and progress towards targets

March/April

- Formal observations are carried out
- Feedback is given to staff and Feedback Session Form is completed by observer
- Appraisals of staff are completed and sent to the HR Department for processing
- Informal observation of staff continue
- Decisions on CPD for the following year are made

May/June

- Informal observations of staff continue

School Improvement Plan

A school improvement plan is a road map that sets out the changes a school needs to make to improve the level of pupil achievement, and shows how and when these changes will be made. It is an integral, ongoing process that requires the involvement of all members of staff.

School Improvement Plan (SIP) Process Cycle

September

- Improvement strategies are launched and implemented

Monthly

- Change and progress and data updated by SIP Team
- Adjustments are made based on new information
- Regular feedback is given to staff and other stakeholders

April/ May

- A broad variety of data including pupil performance, non- academic data, SWOTS and perception data is collected and analyzed by the SIP Team
- Strengths and weaknesses are identified

Early May

- Clear, measurable school-wide goals aligned to the vision and mission, following data analysis, are identified and set by the SIP Team

May/June

- SMART objectives related to goals are identified by subcommittees (Departments, Heads, Year Group teachers, etc.)
- Strategies and resources to achieve the goals are identified by subcommittees

June

- Subcommittees' strategies and objectives are reviewed and endorsed by SIP Team
- CPD needs are addressed and resources necessary to achieve objectives are allocated

Arrival Procedures

Working hours for all staff members are from 7.30am to 3.30pm. Gates will open for pupils at 7.50am. All teachers are expected to be present in their designated areas by 7.45am.

Signing In and Out

All staff members and administrators are required to 'sign-in' electronically on arrival and "sign-out" before leaving at the end of the day (3.30pm). The electronic attendance registers are located at the two main security gates (Gates 1 and 2). All staff members must have permission from their direct line manager and the HR Department to leave school premises during the day. In such cases staff members must sign out before leaving and sign in upon returning. Staff members who forget or fail to sign in are marked as absent.

Staff Absence and Lateness

Staff members are expected to have an exemplary and regular attendance and punctuality record. In case of emergency absence or lateness the direct line manager must be informed by telephone / message by 6:30 am for cover to be arranged. Repeated lateness and unexcused absence is unacceptable, as it causes disruption to the school day, and is treated as a disciplinary matter by the Head Teacher / Executive Committee. (Please refer to the Staff Absence/Lateness Policy.)

Morning Procedures

- FS pupils arriving by car enter through Gate 2 and are escorted by their parents / care-givers to classrooms **only for the first week**. After the first week, FS pupils arriving by car will remain in their playgrounds supervised by their Class Teacher. Pupils arriving by bus are escorted to the playground area. At 8.00 am teachers line up pupils who are escorted by their Class Teachers directly to classrooms for Registration.

- KS 1 and 2 pupils arriving by car enter school through Gate 1 and remain in the KS 1 and 2 playground supervised by their Class Teachers. Pupils arriving by bus are escorted to the playground area. At 8.00 am teachers line up pupils by Year Group for the whole-school Assembly and flag salute. Pupils are escorted by their Class Teachers to classrooms for Registration.

Assemblies

There are Key Stage Assemblies every Wednesday before lessons start. The purpose of Key Stage Assemblies is to provide opportunities to celebrate pupil success, reinforce the school's expectations, develop our school spirit and communicate important announcements and information. Year Groups are expected to showcase activities covered in classrooms on a rotational basis. Year Group Coordinators in collaboration with Class Teachers are responsible for leading these assemblies. Teachers must accompany pupils to the designated assembly area and remain with them. Whole School, House Assemblies and the flag salute are led by the Head Teacher.

Key Stage Assembly Guidelines

Objectives:

1. **To unify the school;** an assembly is very helpful in developing a community spirit among pupils. It provides opportunities for pupils to see, feel and know the school as an organized group.
2. **To familiarize pupils with the common rules and ideals of the school:**
3. **To develop correct audience habits;** to be socially efficient, every pupil must know how to sit in a gathering. Social etiquette demands that pupils listen to the speakers with courtesy and patience. When and how to applaud is another quality that must be developed; the school assembly trains pupils in this art.
4. **To give public recognition due to worthwhile achievements;** prizes to pupils for outstanding accomplishments of any nature, curricular or co-curricular, should be given before the entire school. This action will motivate other pupils to exert effort and excel in their performance.
5. **To give opportunities for pupils to face the audience;** it provides training to a large number of pupils in effective appearance and expression before a critical audience.

Day: Wednesday of every week

Timing: 8:00-8:20

Owner: Head of Key Stage

Lead by: Year Group Coordinators / Class Teachers

Time	Activity	Needed Resources
8:00-8:05	Announcements	By Head of KS
8:05-8:15	Show case / performance of a class	Rotational between classes Class will take a turn every 7 weeks in Foundation Stage and every 6 weeks in KS1 and KS2
8:15-8:20	Certificates (Class Merits, Merit updates per House, attendance, sports medals and trophies, Exceptional Awards)	Certificate templates need to be filled out and approved by Head of KS two days prior to the Assembly

- Each Assembly is themed according to the themes of the Character Education Programme.
- Head of Key Stage will give the introduction
- Designated classes will showcase a relevant matter (Art, Drama, Poetry, Short Play, Writing, Song)

Departure Procedures

The school day finishes at 3.00 pm for pupils, but staff must remain at school until 3.30 pm. Pupils who travel by bus are escorted by the Teacher Assistant to their bus supervisor. Pupils departing by car are escorted by their Class Teachers to designated areas in the playground for collection, where they are supervised until pick up. Pupils are not allowed to wait at the gates or outside school premises. Pupils can only be collected by parents and authorized care-givers. Anyone collecting a pupil must be in possession of the Pupil Collection Card, which will be provided to parents at the beginning of the school year from the Pupil Affairs Office. Parents must notify the school of any changes regarding collection procedures. Parents must be prompt when collecting pupils and contact the school if they anticipate being late. Parents use Gate 1 for collection of Key stage 1 and 2 pupils, and Gate 2 for Foundation Stage pupils. At 3.15 pm, pupils who have not been picked up are escorted by their Class Teachers to the main reception area in the management building, for parents to be contacted by the SLT on duty.

Staff Transportation

EIS out-sources its fleet of buses and provides safe, efficient and reliable bus services to all pupils and staff. The on-campus Transportation Office handles day to day operations and is responsible for assigning staff to the optimum and most efficient bus according to the route plan. The school provides after-school bus services to staff when formal whole-school events take place. Staff who stay after school for any other reason must arrange

their own transportation. Please refer to the transportation section of the Parent Handbook regarding pupil transportation policies and procedures.

Procedures for Pupil Attendance

Classroom teachers are responsible for taking attendance on a daily basis during morning Registration. Attendance is taken electronically using the school management system. The Junior School Office prints a Daily Absence Report after the 1st lesson to be used in case of emergency / evacuation. Pupils arriving late must present to the teacher a 'late slip' from the Main Reception which is stapled inside the pupils Communication Book by the Class Teacher. The Main Reception is responsible for updating late attendance on the school management system, informing the Junior School Office of pupils with more than 5 instances of tardiness for parents to be contacted and for pupils to be escorted to the Reflection Room. Pupils leaving school early must obtain authorization from the Junior School Office. Absence notes and medical certificates sent via Communication Books should be submitted to the Junior School Office immediately. Up to two days' absence requires a parents' note, three or more days requires a medical certificate. Please refer to the Absence and Lateness Policy in the Parent and Pupil Handbook.

It is extremely important that registers are marked correctly and communication between teachers and the Junior School Office regarding pupils' attendance is accurate and up to date.

Attendance Registers must be marked as follows:

P = A pupil is present

A = A pupil is absent

U = A pupil is absent but the absence is 'unauthorized'

L = A pupil is late

** These symbols may change according to the school management system.

Internal Communication

The school has various systems in place by which information is disseminated.

Emails

All staff members are provided with an official e-mail address, which is to be used for all school business. The school's main form of communication is through email. Staff must check their email at least twice a day and reply when necessary. Mailboxes have limited capacities, so it is important to empty your mailbox regularly.

Basic email etiquette demands:

- Use of clear subject in the subject box
- Addresses- all those you want to reply to should normally be included in the To box
- CC- is used for those that need to be kept informed, but are not expected to reply
- BCC- is used for emails sent to multiple recipients who should not see each other's addresses. E.g. Teachers emailing class lists to parents.

- REPLY ALL -is used if individuals in the original email need to be informed of the content of your reply
- It is important that you end emails with a signature, job title, school contact information and school logo.

Please refer to the school's Identity Manual for more details.

Mailboxes and Notice Boards

Mailboxes and the main notice boards are located in the Staff Lounges and Work Rooms. Staff must check both locations at least twice a day. All correspondence placed in mailboxes or posted on the notice boards must have administrative approval from the Head of the Key Stage.

Meetings

All meetings must be organized and led by one main facilitator with a clear agenda sent to attendees prior to meetings. Minutes must be recorded in the school meeting minutes-template and sent to all attendees and direct line managers. Meetings must be planned and prepared in advance and must focus on the topics at hand, processes and desired outcomes, and actions and responsibilities of staff involved. There are two meeting rooms available and must be booked through the Main Reception.

Weekly Bulletin

A weekly bulletin is issued by the Head Teacher at the start of each week and emailed to all staff. Any information to be communicated to staff and pupils must be submitted to the Head Teacher on Thursday of each week.

Text Messages/ WhatsApp

During emergencies and in some cases, as a general reminder, staff receive text message on their mobile phones or through WhatsApp. Please ensure that contact details are up to date.

Website

The school's website (www.ethosedu.com) is kept up to date on a half termly basis and is the responsibility of the Marketing Coordinator. All staff should make sure they are familiar with the information on the website. It is expected that all Class Teachers provide the Marketing Coordinator with updates and photographs when any special events take place, e.g. Year Group trips, concerts, plays, etc. Any member of staff wishing to post information on the website must have prior permission from the Head Teacher

Social Networking Sites

The school has a Facebook account and will have a Twitter account in the future. The school's social networking sites are also under the supervision of the Marketing Coordinator. All staff are encouraged to join all of these sites in order to remain up to date with school news.

Staff must not discuss any school related matters on Facebook or similar social networking sites, nor communicate inappropriate information or comments about other members of staff, parents or pupils. Should staff receive or become aware of any inappropriate comments made on a social network site about the school, staff, parents or pupils, they should not respond to it in any way including by text, email or phone. Instead, they should report the incident to the Head Teacher, who will deal with the matter accordingly.

Home-School Communication

The school believes that home-school communication is vital to the healthy development of pupils. There are a variety of channels available to ensure that parents are kept up to date and involved in their child's education.

Communication Books

Communication Books are provided to all pupils to assist home-school communication. They are a means of communication between the parent and the Class Teacher. Starting KS1, the Communication Book is also used as a tool for organization, planning and recording Homework. Communication Books should be taken home and brought to school every day. Comments by the teacher or information from parents may be written in this book. Communication Books must be checked and signed by parents and Class Teachers on a daily basis. Additionally, there is a Reading Log section to record daily reading at home that must also be checked daily. Class Teachers must also ensure that the Junior School Office is kept up to date with any relevant information communicated through Communication Books, e.g. absence notes, medical certificates, changes in transportation arrangements, leaving early, etc. Class Teachers must ensure that merits are recorded in the Communication Book consistently.

Regular Communication

Communication between parents and members of staff is essential and is encouraged. The School's main channel of communication is through email, however, teachers may also use the school's SMS texting service and telephone to contact parents. All communication with parents must be documented. Teachers must answer parental emails within 48 hours and copy all email exchanged with parents to the Head of Key Stage.

Letters to Parents

All letters sent to parents, whether on a class, group or individual basis must be reviewed, edited and approved by the Head Teacher, printed on the school letterhead. Letters sent to individual pupils are copied in their files.

Parent Orientations

At the beginning of the year Parent Orientations are held for all Year Groups. Parent Orientations are highly informative as they provide the first opportunity for parents to understand our school's expectations, ask questions, receive curricular information, and

meet teachers, as well as other parents. All teachers are required to attend Parent Orientations. Parent Orientations may also be scheduled throughout the year.

Parent Days

There are three scheduled Parent Days during the academic year. Parent Days take place during the school day from 8.30am to 3.30pm and are non-teaching days. FS and KS1 pupils remain at home while KS2 pupils are encouraged to attend with their parents. Parents receive a schedule of timings taking into consideration sibling appointments. On arrival parents will have the opportunity to meet specialist teachers in the assembly room.

General Guidelines for Parent Meetings

- The success or failure of a parent meeting depends primarily on the teacher.
- Ensure that interruptions do not occur during the meeting.
- Establish a time limit.
- Inform the parent the purpose of the meeting and/or what needs to be accomplished.
- Be positive and friendly. The parent may be uneasy and fearful about the meeting.
- Encourage the parent to talk, and actively listen to what is being said.
- Do not argue with the parent. This will cause resentment and resistance.
- Most parents cannot be objective about their children, therefore, do not criticize either directly or indirectly.
- Show sensitivity. Accept anything the parent tells you without showing surprise or disapproval.
- Help parents achieve a better understanding of their child as an individual; include information regarding social and emotional adjustment.
- Be prepared with a variety of samples of the pupil's work as evidence and for reference (Portfolios).
- Have on hand all the pupil's records whether academic or behavioural.
- Be specific and give examples, indicate areas of strengths and weaknesses and strategies for improvement.
- Keep vocabulary understandable and parent friendly.
- Never inform a parent that their child needs medication or may have ADD/ADHD or a learning difficulty. This is the responsibility of the Head of Key Stage.
- At the end of the meeting, summarize points covered and suggestions agreed upon. The meeting should end with a constructive plan of action which includes three to four targets.
- Conclude the meeting stressing continuous cooperation and invite the parent for an additional meeting if it is deemed necessary.
- Document conference date / time and topics discussed.
- Submit all documentation to Head of Key Stage.

Additional Meetings

Parents and teachers may request additional meetings. These meetings can be scheduled directly through the Junior School Office. Results, outcomes, actions to be taken and any concerns relating to the pupil must be documented in the Parent Conference

Form and placed in the pupil's file located in the Junior School Office. A SLT member must be present during additional meetings. The teacher involved is responsible for following up on any agreed upon actions and must keep parents and the SLT member informed.

Parent Conferences

The school may schedule Parent Conferences at any time during the academic year. Parent Conferences address concerns regarding pupils' academic performance and behavioural issues. They are collaborative in nature and involve parents, teachers and the Head of Key Stage / Head Teacher. Teachers must continuously update parents with any concerns related to pupils. During Parent Conferences, formal intervention plans and targets are set and agreed upon for monitoring and follow-up. All parent conferences must be documented in the Parent Conference Form. One copy is kept with the Head of Key Stage for follow-up and one copy is placed in the pupils' files.

Newsletters

A whole-school newsletter (The Ethos Beat) is posted on the website at the end of every term and is the responsibility of the Marketing Coordinator. All members of staff are expected to provide the Marketing Coordinator with information to include in the Newsletter and must abide by all given deadlines. Year Group curriculum newsletters are also posted every month on the school website. Year Group Coordinators are responsible for compiling all information required for curricular newsletters and must submit this information to the Head of Key Stage for editing and review.

Parental Volunteers

We welcome and value parents as partners in their children's education. There are many opportunities for parents to become involved, such as helping with community service projects and with sports team training or sponsorships, attending matches as supporters, helping with after school activities and giving educational lectures connected to areas of expertise. Interested parents complete the Parent Volunteer Form either online or at the Reception. All staff requiring parental expertise or the help of a parent volunteer must have approval from the Head of Key Stage. The list of parents interested in volunteering is available from the Trips and Events Coordinator. All parents taking part in any school activity must receive instructions in advance by the staff member in charge of the activity and the Trips and Events Coordinator.

Parent Teacher Association

The school will have a Parent Teacher Association (PTA) starting term 2. It has two main roles: to fundraise for extra resources for the school and to organize extra activities for pupils and their families.

The Association will be made up of elected parent representatives from each Year Group, nominated teachers and managers. The PTA will hold formal monthly meetings to exchange ideas on how to best serve the school's needs.

Classrooms and Displays

Care for the school environment and classrooms shows care for the pupils, teachers and other staff. This impression is quickly passed to parents and visitors to the school.

Classrooms must be kept tidy and attractive and in good condition at all times. Teachers should instill in all pupils a pride in keeping their classroom clean, orderly and attractive. Air conditioners and lights must be switched off and doors locked when rooms are not in use.

Pupils must be involved in daily and weekly housekeeping activities. The bell will ring 10 minutes before the end of school day to give pupils and teachers an opportunity to clean their classrooms.

Classroom Guidelines

- Pupils should be grouped and assigned cleaning jobs on a weekly rotational basis, e.g. water the plants, take out trash and sort it out, wipe tables, sharpen pencils, sort pencils, clean carpet and floor, organize books, etc. Foundation Stage pupils should be guided through the process.
- Cupboards and shelves should be sorted regularly to maintain high levels of organization and effectiveness. Each pupil is responsible for the organization of his/her own cubby and desk.
- Teacher should lead the cleaning process.
- Areas should be cleaned when activities are finished.
- Materials, textbooks, pupils' work and clothing should be kept off the floor.
- Furniture and classroom equipment must be kept away from the door.
- Computer and science labs must be cleaned by the class who used them last.
- Teachers must immediately report furniture or building damage to the Facilities Manager via email.
- Cleaning staff must be called immediately for spills on carpets or floor.
- Boards should be erased and desks arranged.
- Borrowed resources should be promptly returned to the source after use.
- Be selective in what you keep and avoid hoarding junk and clutter.
- Each class must develop organisation systems, including Homework hand-in trays or shelves, and maintain them.
- Storage mechanisms (files / plastic boxes, etc.) need to be in good condition and attractive.
- Only Foundation Stage pupils are allowed to consume food in their classroom and teachers must ensure that all remaining unwanted food items are disposed of before lessons begin.

All teachers are encouraged to display pupils' work in their classroom and in other areas around the school. At EIS we pride ourselves on displays that reflect the efforts and interests of every pupil in the classroom. Displays should support teaching and learning and create a positive and welcoming environment for pupils, staff and visitors.

Through displays, we aim to:

- Encourage pupils to take pride in their work and achievements.
- Demonstrate that pupils' work and learning is valued to help raise confidence and self-esteem.
- Create a learning environment that stimulates interest and discussion, which challenges pupils' knowledge and understanding of the world.
- Promote neat presentation, tidiness, and general organization.

- Remind pupils of previous learning and consolidate their knowledge or introduce new information.

The following are guidelines to help create attractive and informative displays:

- After three weeks into Term One, there should be a display on every board.
- As a minimum, displays must be changed once per half term when topics and themes change.
- 'Working walls' must be kept current.
- A high proportion of display boards should contain pupil's work.
- Corridor boards should only contain pupils' work.
- Display boards must be neatly backed and have a border.
- Faded or damaged backing paper should be replaced when a display is changed.
- All staples must be removed each time a display is changed.
- Displays should be labeled, dated and have focused heading titles and learning intentions / objectives should be emphasized
- Most displays should have questions to guide the observer.
- Work should not overlap the border of a display unless it is an intentional design feature.
- Work should be organized in an aesthetically pleasing layout with sufficient space between items.
- Pupils' work must be backed neatly with equal borders on all sides, usually 1cm.
- Each piece of pupil's work must be clearly named (unless the work is part of a collage for example).
- Every pupil should have a minimum of one piece of work displayed at all times.
- Work should be attached using blue tack or staples only. No glue guns.
- Display work only on surfaces which are meant for display purposes and do not use Blu-Tack or any other adhesives directly on the walls.
- All specialist teachers have designated areas inside and outside classrooms to display pupils work
- Departmental bulletin boards (art, music, Arabic and P.E, Computing and Foreign Language) are assigned by the Head Teacher at the beginning of the year
- Year Group Coordinators must agree with Class Teachers on thematic topics for display with the approval of Head of Key Stage.
- Art teachers are available for consultation on ideas for display boards.
- All classrooms should have the Golden Rules displayed as well as classroom expectations.
- All classrooms must have Key Stage marking policies displayed.
- All classrooms should have a daily timetable displayed.
- Displays can act as learning aids e.g. mind maps, posters, vocabulary lists, etc.
- Displays that are not the work of pupils should be laminated.
- Whenever possible, pupils should be involved in the mounting and displaying of their own work and must be supervised.
- Consider safety, age of pupils, duration of display and height before mounting.
- Display boards should be balanced and not over crowded.
- Edges and corners should be firmly fixed.
- Double mounted work looks best.
- Use staples or mapping pins for mounting.

- Displays should be storable and reusable after dismounting.
- If additional display boards are required, arrange for these to be put up.
- Display material can be displayed on 'washing lines' across the classroom or strings from the ceiling.

Remember: Everyone has both strengths and development needs as a teacher. If display is your strength, share it. If display is not your strength, ask for support.

Trips Procedures

EIS recognizes the importance of trips for the educational, social and moral development of pupils. School trips are an integral part of the curriculum and are extensions of learning in the classroom. School trips are designed to stimulate pupil interest by connecting learning with experiences outside of the classroom environment. Trips can be sports related, historical, cultural, for scientific purposes or of a geographic interest. Trips to amusement parks are strictly prohibited. Trips can either take place during the school day or require pupils to stay somewhere on an overnight basis. All pupils attend at least 3 day trips throughout the year and KS 2 have one residential trip planned into their academic year. All trips must be risk assessed by our Trips and Events Coordinator and approved by the Head Teacher. For the safety of our pupils, the ratio of supervisor to pupil in FS is 1: 3 and in KS 1 and 2, it is 1: 8.

Parents are required to sign a Trip Consent Form at the beginning of the year allowing their child to participate in school trips. Prior to any trip, the Head of Key Stage will send a more detailed letter indicating the purpose of the trip, itinerary and the cost. Trip money sent by parents must be labeled and sent to the Class Teacher in a sealed envelope. If parents do not want their child to participate in specific trips, they must not send their child to school on the day of the trip. If for any reason a pupil attends school on the day of the trip, s/he is automatically allowed to participate, and the teacher must inform the Junior School Office of the trip fees to be added to the parent's bill.

All school rules and disciplinary procedures apply to school trips. Teachers must record any misbehaviour and report it to the Head of Key Stage / Head Teacher for investigation. Depending on the nature of the offense, the pupil may lose the privilege of participating in future trips.

Please refer to the Trip Policy Pack for more details.

Cover and Cover Work

Apart from planned long term or short term absences, arrangement for cover is assigned daily prior to the start of the school day. Teachers who anticipate being absent must notify their line manager by phone/ message before 6.30am. Under normal circumstances, the Teacher Assistant provides cover when the Class Teacher is absent, therefore, teachers must also email the Head of Key Stage and Teacher Assistant explaining what needs to be covered on that day. Additionally, Class Teachers are required to have on file with the Head of Key Stage, a set of at least 2 'Emergency Lesson Plans' along with any other information (e.g. seating charts, class lists, class rules, etc.) required to facilitate the teaching process. Class Teachers and Teacher Assistants must never be absent on the same day. Specialist Teachers must provide lesson plans per year level / Year Group. Emergency lesson plans must be meaningful, engaging and kept up to date on a monthly

basis. Cover teachers must ensure that cover work is completed by pupils and returned promptly to the Junior School Office.

Movies

Sometimes, it may be necessary to show complete, or clips from, video material to supplement the specific teaching of a topic. Any such material that is being shared with pupils must be previewed by the teacher and permission must be obtained from the Head of Key Stage one week prior to including the movie into the short term lesson plan. All video material must have curricular applicability and not be shown for entertainment purposes only. Pupils must interact with media and should discuss, reflect and participate in a follow-up activity to solidify their learning.

Library

The main philosophy and objective of the library is to promote reading throughout the school. In the library there are fiction / non-fiction books in English and Arabic, as well as a range of audio books. There is a seating area suitable for our young pupils and used for group stories and sharing books. In addition there is seating integrated into the book shelves and comfortable cushions for pupils. The library is also equipped with several computers and an IWB. The librarian is available to give assistance during the library opening hours.

All pupils in the school can borrow library books appropriate to their age. Books must be checked out and pupils are responsible for their return in good condition. The library regularly generates notices of overdue books to all Class Teachers. If a book is overdue, Class Teachers must remind their pupils and write a comment in the Communication Book. Pupils are not allowed to check out any books if they already have an unreturned book. If a pupil has a second instance of an overdue book, then an email will be sent by the librarian asking for parents to help find the missing book(s). If books are lost, misused or damaged, parents will be required to either replace the book or pay the cost of replacement. At the end of the year, the librarian must send a list to the Finance Department of pupils with overdue books. The Finance Department is responsible for ensuring that end of year reports are withheld until book(s) are returned or payment has been made.

There are weekly library sessions and all pupils should change their books during these sessions with the guidance of the Class Teacher. Pupils may keep the books for longer periods if they so wish by checking them out again. In addition, Class Teachers should collaborate with the librarian to organize engaging activities that support teaching and learning in the classroom.

At the beginning of the year, all teachers and pupils will be introduced to the library system and the resources available. Teachers should use their free time to familiarize themselves with the resources available in order to actively guide their pupils. Any suggestions for extra books and resources required by teachers must be submitted to the Head of Key Stage for purchase.

All library books and resources which teachers borrow must be checked out. Do not pass on books checked out in your name to pupils or other teachers. Teachers will be charged

for lost or damaged books. Additional bookings for the use of the library (apart from the weekly library sessions) must go through the librarian.

ICT Provision

It is expected and encouraged that ICT is used extensively as a teaching and learning tool throughout the curriculum and in the daily operation of the whole school.

- The buildings within the school are networked and all members of staff have access to the intranet and internet according to their authorization level.
- There are desktop computers and Interactive White Boards in all classrooms.
- All staff have access to the internet and intranet via their own desktop computers.
- The Junior School ICT suite is equipped with 25 work stations, an IWB and a teacher's desktop computer. The ICT suite may be booked by teachers for their classes when not in use for computing lessons directly from the computing teacher.
- The Music Room is also equipped with a computer and IWB linked to keyboards and other instruments.
- There are also desk top computers in all work rooms
- There is full-time Network and IT Support
- Staff members should NOT attempt to install software or hardware or change the system configuration, including network settings, on school computers without prior consultation with the IT technician.
- All staff and pupils must follow the school's E- Safety Policy. All staff will receive training sessions on the use of technology in school. Training sessions will also be arranged according to needs.

Engage (School Information Management System)

School information management systems help facilitate communication between all stakeholders. EIS has purchased 'Engage', which is a first class school information management software used by British schools in the UK and the Middle East. Our school management system will be implemented in phases throughout the next two academic years. Staff will be able to access features such as pupil tracking, messages and emails, staff and pupil contact details, timetables and class lists, calendar and school events, attendance and absence, behaviour logs, etc. through the teacher portal. Teachers will be able to post Homework assignments and resources for parental and pupils access using the pupil portal. Parents will also be able to access their children's timetables, reports, behaviour and attendance records and check upcoming events using the parent portal. Staff and parents will be informed and given orientations on new features as they are made available for use.

Extra-Curricular Activities

The school will offer a variety of extra-curricular activities / clubs and it is mandatory that all pupils participate. Activities must be well structured and should provide opportunities for physical, mental, global and social development. Extra-curricular activities / clubs take place once per week after school from 3.15pm to 4.15pm. All staff members are required to lead one activity / club. Teachers may not run the same activities unless there is high demand on that particular activity from pupils.

Categories to choose from may include:

- Community Service
- Arts and Crafts
- Technology
- Language
- Music
- Dance
- Drama
- Chorus
- Cooking
- Gardening
- Story Telling

Proposals of chosen activity must be submitted to the Head Teacher at the beginning of the year for approval. Proposals must include:

- three different club/activity proposals
- the aim / goal of each activity
- structure and organization of each activity - sample for one day lesson plan
- required materials
- extra costs if necessary

Extra-curricular activities / clubs are run on a termly basis and pupils choose a different activity / club each term. Parents are informed of the schedule of activities offered and must book a place in the chosen activity / club. Places are awarded on a first come, first serve basis. Teachers are provided with final pupil lists for each activity. Parents are required to inform the Junior School Office if their child is unable to attend and club leaders are notified of any absences.

Club leaders must notify parents if pupils misbehave by following normal school policies and procedures. Continuous misbehaviour could result in a pupil losing their place in the activity for the entire term.

At the end of the school day, all pupils are escorted to the central court by their teacher or member of the support staff. Club leaders must collect pupils from the central court area and take attendance.

At the end of every activity session, activity leaders must escort pupils to the central court area where normal end of day departure procedures are followed. If a pupil is collected late from their club on 3 occasions then the pupil will lose their place in the club for the term. Late pupils are taken to a member of the SLT for parents to be contacted.

Learning Support Procedures

The purpose of the Learning Support Programme at EIS is to employ strategies within our available resources, to support pupils to access mainstream curriculum, and to support teachers in enabling pupils to reach their full potential.

EIS recognize that some pupils require support in order to increase their likelihood of success in mainstream classes. As a school we maintain a commitment to providing FS to Y6 pupils with mild learning difficulties and / or who have difficulties accessing the curriculum due to language deficiencies, specific learning styles, or who require specific teaching styles, by all available means the opportunity to access the mainstream curriculum and assessment.

While our Learning Support Programme is still in the initial developmental stages, teachers may accommodate pupils by providing additional support during school hours. Pupils who have achieved low scores on their entry exams must be identified at the beginning of the year by the Head of Key Stage for early intervention to take place. During the academic year, if a pupil is not progressing as expected, teachers must identify the areas of weaknesses and notify the Head of Key Stage. The school has a full time Learning Support Specialist, who provides support and guidance for struggling pupils in Mathematics and English. Instances may arise where pupils will need an external assessment to be carried out, and in some cases pupils may need to receive additional specialist support outside of school. It is very important that parents are kept informed throughout the whole process.

The Learning Support Specialist is responsible for:

- Working with parents, teachers and school management to keep them informed of pupils needs, interventions and progress
- Plan an appropriate educational program, which includes Individualized Education Plans
- Provide training, support and advice to teachers working with pupils in mainstream classrooms.
- Review and evaluate the pupil's program and performance on a regular basis
- Determine the resources needed to carry out effective support for these pupils.

Pupils become eligible for Learning Support if:

- He/she has been identified as having a mild learning difficulty by the Learning Support Specialist following the referral process
- He/she has been admitted to EIS with diagnosed mild learning difficulties
- He/she has performed poorly on assessments and/or is performing significantly below expected year level

Learning Support is provided to pupils based on the pupil's individual needs and may include:

- Pull-out time in small group instruction (i.e. English / Mathematics Support 'booster' class)
- One to one specialized, remedial instruction
- Inclusive teaching strategies using Class Teacher or Teacher Assistant
- Accommodations (extra test time, laptop use, copies of class notes, available assistive technology and modified readers, etc.)
- Counseling for behavioural, social or emotional issues (to be performed by the School Counselor)
- Other strategies which can reasonably be provided with available resources.

Referral Process

STEP 1- Teacher identifies pupil's area of weakness and formally notifies the Head of Key Stage via email. Information must include name, Year Group, level, areas of concern and strategies / interventions attempted and support given.

STEP 2- Head of Key Stage, referring teacher, LSS and Counselor review and discuss the case and decide whether the pupil is eligible for Learning Support.

STEP 3- If a pupil is eligible, the LSS schedules 3 classroom observations in different subjects and collects samples of the pupil's work in order to identify types of interventions and strategies required.

STEP 4- Head of Key Stage schedules a meeting with the parents to inform them that their child has been placed on an Intervention List for a 6 week period. At this time parents are made aware of the areas of concern, strategies teachers will use and the remainder of the referral process. Parents receive details verbally and in writing.

STEP 5- Teachers report progress on pupils every 2 weeks for 6 weeks, and information is reviewed with LSS and teachers where required. LSS and Head of Key Stage keep parents informed on a regular basis and provide parents with a progress monitoring report at the mid and end point of the 6 week monitoring period.

STEP 6- At the end of the 6 weeks, a meeting is held involving the Head of KS, LSS, referring teacher(s) to determine whether external testing of the pupil will be required. At that time if a pupil requires further testing, parents are notified by the Head of KS. If a pupil does not require further assessment he/she may be in need of English Language / Mathematics support.

If a pupil does not have a recognized mild learning difficulty, but whose academic problems are deemed to be a result of deficiencies in his/her English Language / Mathematics skills, a meeting is held with parents to inform them of these conclusions. The pupil will continue to receive targeted English Language / Mathematics support following a program determined through collaboration of the Head of KS, Class Teacher, Specialist Teacher, LSS and Counselor. Step 5 is followed / implemented

STEP 7- If external assessments prove that the pupil has a learning difficulty which the school does not have the resources to adequately support, the Head Teacher / Executive Committee must be informed immediately. The school will exert all necessary effort to contain the situation for the remainder of the academic year in question, and will work with parents, encourage the pupil and advise on future options. The pupil will be exited from the school at the end of the academic year.

STEP 8- A major review involving all pupils receiving support is held once a year at the end of the Spring term. This review must include data reflecting past and present levels of performance. Data may include classroom assessments, test results, and observations. Factors such as current academic skills, accommodations necessary for participation in assessments and general instruction, as well as the pupil's future needs

will be compared to year level expectations. The pupil will only be exited from Support Services when the data shows that the pupil can function at Year Group level expectations without assistance from the LSS.

It is also at this point that a pupil's eligibility for promotion may be evaluated in line with the school promotion policy. This will be done on a case-by-case basis and must involve all members of the school leadership team as well as the Executive Committee.

Counseling

EIS has a full time counsellor. Our school counsellor provides supports and resources to pupils, their families and to staff. The primary role of the school counsellor is to promote personal success by enhancing the development of academic skills, interpersonal skills, and self-understanding. The core functions of the school counsellor consist of counselling; consultation, planning and coordination; prevention and education. The school counsellor is **not** responsible for discipline in the school. Their appropriate role is to develop and deliver school wide curriculum for the prevention of behaviours that lead to disciplinary action. Teachers must not send pupils with disciplinary issues to the counsellor.

Services Provided:

- classroom instruction through weekly Character Education lessons
- individual pupil counseling
- small group counseling
- parent/teacher consultation
- school-wide programs
- coordinate community services

Referral Procedures

STEP 1- Screening

If the pupil is displaying school-related problems (of an emotional / social nature), and strategies taken by the teacher have failed to achieve results, the teacher must refer the case to the counsellor for intervention. Approval from the Head of Key Stage must be given prior to counsellor intervention. The counsellor must be informed of the reason for referral, interventions / strategies implemented prior to referral, response of pupil to interventions, pupil's strengths and weaknesses and any other important observations made by the teacher. The counsellor and teacher discuss other intervention options and identify steps on how to move forward.

STEP 2- Consultation

Consultation must occur before counseling begins. This is a formal process that involves the teacher-counselor-parent triad. Strategies / interventions (in school or outside referral), monitoring procedures and counselling sessions are established and documented. Written permission must be obtained from parents prior to the implementation of interventions and/or counselling services.

STEP 3- Implementation and Follow-up

Interventions are implemented and the pupil's progress is monitored. The pupil's response to the interventions are reassessed and the intervention plan is modified as needed. Parents and referring teacher must be kept up to date by the counsellor.

House System and Events

It is traditional in British Schools to operate a 'House System'. This is a friendly competition between pupils and staff and involves pupils from all Year Groups working together to accumulate points for their House. A House Award is presented at the end of each term to the House with the most points. All pupils and staff are assigned to one of four Houses; siblings are assigned to the same House. The House System is an essential component to the development of our school spirit and covers various sports and competitions. In addition points from Merits are added on a weekly basis. Merits can be awarded for any aspect of school life e.g. good behaviour, effort, initiative, academic excellence, athletic tournaments, etc. The accumulated number of points are totaled each week and communicated during the weekly assemblies. All teachers must display the House Point Chart in their classroom for pupils to clearly see. Merits awarded to pupils must be added to the House Point Chart. Each week the totals each House receives must be submitted to the Head Teacher for tallying.

The House Award is presented to the winning House at the end of the school year. All staff are expected to support their House and help when requested to do so by their Head of House. Any teacher may volunteer for the position of Head of House. Prior to major events, House Assemblies are held instead of Key Stage Assemblies.

Break-time Procedures

All pupils have two scheduled breaks during the day. There are separate break times for FS and KS 1&2, as well as, separate playground areas. Playgrounds are sectioned for different types of play, games and play facilities. Play facilities are specially designed for the different ages within the school. Pupils are not allowed inside the school building during break-time unless supervised by a teacher and must remain in the designated playground area. A bell ringing indicates the end of break-time. Pupils are expected to line up with their classroom teachers and must be escorted to their classrooms.

At the beginning of every break, pupils are given the opportunity to eat their packed snacks / lunch. Pupils from Year 1 upwards can purchase food from the school canteen, which provides a range of hot and cold meals. Sharing of food is discouraged as some pupils may suffer from food allergies.

Break-time Rules

- Pupils are not allowed to bring food and drinks into the building (except water);
- All litter must be placed in bins especially after pupils eat their lunch / snacks
- No aggressive play fighting or bullying
- Pupils must be supervised by PE staff when playing on the sports fields
- Hard balls are not allowed on the playground
- In the case of minor accidents during break, pupils must be escorted to the clinic. If an injury appears to be serious, the doctor must be called to the

- playground.
- At the end of every break, pupils must line up and escorted to their lessons by their Class Teachers using the designated stairs. Staff on duty are expected to help pupils line up as quickly as possible.
- Pupils must line up when buying food from the canteen
- Candy, chocolate, crisps and fizzy drinks are not allowed
- Pupils must be encouraged to play safely with the playground equipment

Duties

All staff will have specific duties throughout the school day. However, staff should be aware that they have a 'duty responsibility' at all times. They should ensure that pupils follow school rules and intervene whenever necessary. In case of a known absence, staff should swap their duty with another member of staff and inform the Head Teacher. If a member of staff is absent through sickness, then cover will be organized by the Head Teacher.

Management have specific duty days and will regularly walk around the school during their duties to monitor day to day operations of the school and to provide assistance when needed. All teachers will have beginning and end of day duties. Break-time duties are scheduled on a rotational basis according to teachers' timetables.

When on duty, staff must arrive at the designated area on time. They must be visible, alert and on the move when needed. Pupils should be aware of staff patrolling around the school, and therefore no area of the school should remain unsupervised. Being on duty, means being vigilant and intervening before a 'situation' develops. Staff should **not** be sitting down or drinking tea / coffee, or using their mobile phones, marking pupils' work or reading whilst on duty. All staff should take their whistle when on duty.

Class Teachers should consistently remind their pupils of playground rules and expectations that must be followed. Members of staff on duty must ensure that all pupils playing in their assigned area are following these simple rules.

Lost and Found

Articles of clothing and other items belonging to pupils (labeled or unlabeled) found on school premises should be taken to the Main Reception at the end of the school day, or during break time. Articles found belonging to staff should be taken to the Head Teacher's Office immediately.

Maintenance Procedures

Staff must email the Facilities Department directly in case they have a maintenance issue (repairs, plumbing, tile, furniture, AC, etc.) The Facilities Department will respond within 24 hours to schedule repairs. Staff must not directly request maintenance personnel to do any work as they already have assigned responsibilities. Repairs must not take place while pupils are present.

Keys

The Facilities Department issues keys of classrooms, offices, meeting rooms, etc. to the staff member responsible. Keys must be turned in at the end of the year. Staff will be charged a fee for lost keys. Staff must not give their keys to pupils, and vacant rooms must be locked at all times. If for any reason, a member of staff needs to borrow a master key, they must immediately inform the Facilities Department.

Fundraising

Fundraising activities or raising money for charity whether from, parents, pupils or staff members must be approved by the Head Teacher and Executive Committee. The initiator must complete the Fundraising Request Form and submit it to the Trip / Events Coordinator no less than three weeks in advance. The Trip / Events Coordinator is responsible for securing all required signatures within one week of receiving the Fundraising Request Form. Parents must be notified formally for any money collected from pupils. It is the responsibility of the initiator to collect all money raised and immediately deposit it with the Finance Department along with the approved Fundraising Request Form. Do not hold any money.

Printing and Photocopying

Any teacher who requires photocopying (worksheets or class sets) must complete a Request for Photocopying Form and submit it along with the document to be copied to the Head of Key Stage for approval. Once approval is given, submit the master copy and request form to the Junior School Office. Please allow one week for the request to be processed. Photocopied material will be given to teachers 2 days prior to requested date. The Junior School Office is responsible for tracking and monitoring all photocopying requests. All copyright laws will be enforced.

Colour printing is available in the photocopying room but, since it is costly, teachers must have approval from the Head of Key Stage. If teachers do print in colour for visual aids, then the prints should be laminated so they are re-usable.

Teachers can make one master photocopy of educational material in the Junior Office then follow the procedures above for class sets. Heads of Key Stage and Heads of Departments may also use the photocopying machine in the Junior Office to make small numbers of copies needed for emergency cover work, administrative purposes or meetings. Bulk photocopying must be made through the photocopying and printing room.

Guidelines:

- copying and printing is costly and is monitored on a regular basis
- laminated worksheets can be used more than once
- printing back to back saves paper
- consider using electronic means where appropriate
- pupils are not allowed to photocopy material
- remember to put the date required on the request form
- do not order more copies than are needed
- do not go to the printing and photocopying room, if photocopying is overdue, notify

- the Junior School Office staff whose job it is to track that copying is done on time
- exam papers must be handed in person to a member of the Junior Office staff for security reasons

Resources and Purchasing Procedures

All staff are issued a pack of standard equipment, stationary items and resources at the beginning of the year. Further items needed during the year can be ordered from the Warehouse. A list of supplies stored in the Warehouse will be made available to facilitate the ordering process. Any orders processed to the Warehouse must have approval from the Heads of KS / Departments. Staff must maintain an inventory of all supplies under their custody, and must return unused stationary and non-consumable items at the end of the year. Every department must have an inventory of resources. Head of Key Stage and Departments must ensure that this is kept up-to date, to ensure the accuracy of accounting for new resources and the write-off of redundant items.

Purchase of Instructional Material

The purchase of teaching supplies (materials to be used in the classroom) is based on pupil enrollment and specific set budgets. Heads of Key Stage and Departments along with staff members should:

- establish short and long-term program objectives
- examine all resource materials on hand
- determine priorities for budget expenditures
- prepare purchase requisitions
- secure advance approval from the Head Teacher and Deputy General Manager

Any supplies acquired without advance approval of the administration will be paid for by the staff member. All purchase orders are channeled through the Heads of Key Stage / Departments to the Warehouse. Staff must complete an “*Order Request Form*” to receive funding / purchase approval. Staff should never order materials in the name of the school unless proper procedures have been followed. **Without having prior administrative approval for a purchase, the staff member is responsible for the payment.**

Instructions for Completing the Order Request Form

1. The Order Request Form must be completed when ordering and purchasing any items used for school operations or for services provided to the school by external agencies
2. All information must be stated clearly including estimated and total prices when appropriate. If the purchaser is unsure of pricing, it is the responsibility of the Purchasing Department to determine the cost of items.
3. The Order Request Form must be approved by the purchaser’s direct line manager and submitted to the Warehouse. The estimated price / cost should be included in the Order Request Form when appropriate. A copy of the form must be kept with the line manager for follow up.

4. The purpose and reason for the purchase must be clearly stated.
5. The approval of the Finance Department. must be obtained prior to processing the Order Request Form if amount is above 1000 LE.
6. Reasonable time should be given for the Purchasing Department to obtain offers from suppliers / vendors to ensure best quality with least cost. Do not submit the form at the last minute.
7. The requesting department may suggest vendors / suppliers to the Purchasing Department when applicable.
8. Once approval is given, the Warehouse / Purchase Department must process the request and keep the requesting department updated until the purchase is complete.
9. The requesting department must sign that the purchase request has been received.

Health, Safety and Security

EIS aims to provide a safe and healthy school environment for pupils, staff and visitors. The school believes in raising the awareness of all stakeholders to be both responsible and responsive; to take reasonable precautions and follow best practices to reduce risks, and to take prompt and appropriate action in the event of any hazardous situation.

Medical Procedures

The school provides the services of a fully equipped School Clinic and a full time Doctor. Certain members of staff (such as Physical Education teachers and Heads of Key Stage) will receive annual First Aid training.

All pupils and staff, on admission, fill out a Medical History Form, and medical concerns are regularly updated and reported to relevant staff, either by the Doctor or Junior School Office. Any medical information regarding pupils sent by parents to Class Teachers must immediately be forwarded to the relevant Junior School Office.

Parents of pupils with special medical needs submit to the School Doctor a detailed doctor's report with instructions for medication or other medical services, sign a release of medication form, as well as, provide the required medication. All medication will only be administered by the School Doctor. The school reserves the right to make medical decisions when parents/ guardians or emergency contacts cannot be reached.

Minor Health Issues during the School Day:

If a pupil feels unwell during the course of the school day, teachers / Teacher Assistant on duty during break must issue a clinic pass, find another member of staff to escort the pupil to the School Clinic, and inform the Junior School Office. Pupils who must be sent home will remain in the School Clinic until a parent or guardian arrives to pick them up, and the Junior School Office will notify the relevant teachers. It is the responsibility of the School Doctor to document / record cases of pupil illness.

Accidents or Injuries during the School Day

In the event of a pupil being injured during a lesson / break-time, providing they are able, they should be sent to the Clinic, accompanied by the Teacher Assistant / teacher on

duty. If a pupil is injured during a lesson / break-time and is not fit enough to go to the Clinic, the teacher / Teacher Assistant on duty must remain with the injured pupil and send the Teacher Assistant / another teacher on duty to quickly seek help from the Clinic. It is the responsibility of the School Doctor to determine whether the pupil is moved to the Clinic, sent home, or moved to the hospital. Any pupil moved off school premises will be accompanied by the School Doctor. Injuries / accidents must be documented by the School Doctor.

Accidents or injuries occurring during school trips are handled by the Trip Leader. The Trip Leader must immediately inform the school so parents can be contacted. Supervisors of school trips must ensure that a first aid kit is available while on the trip.

Prevention of Infectious Disease

The school follows the instructions of the Ministry of Education and the Ministry of Health with regards to vaccinations, school closure and precautions in case of epidemics or the spread of infectious diseases.

On admission, parents present all details of their child's vaccination history. It is expected that all pupils will have taken all necessary vaccinations appropriate to age level prior to entry to school. Parents are expected to regularly update the school with vaccinations taken until the pupil completes all the required vaccinations.

Parents of pupils with a diagnosed contagious disease must notify the school immediately and send a detailed report from a medical practitioner, so that we may alert parents to watch for symptoms in their own children. Pupils must remain at home for the duration of the illness and for a period specified by the School Doctor. In the event of an outbreak, the school will assess and decide whether closure of a class / Key Stage is necessary and will inform parents immediately.

General Guidelines

- Consult or send the pupil immediately to the Doctor when signs and symptoms of illness appear
- If a pupil is coughing or sneezing, remind her/him to cover her/his mouth and to wash her/his hands afterwards.
- After you touch an ill pupil, avoid touching other pupils until you have washed your hands.
- If you feel unwell, consult or visit the School Doctor
- Handwashing is one of the best tools for controlling the spread of infections. All pupils and staff should perform effective handwashing.
 - ✓ Use SOAP and warm RUNNING WATER.
 - ✓ Rub hands vigorously as you wash them.
 - ✓ Wash ALL surfaces including the backs of hands, wrists, between fingers and under fingernails.
 - ✓ Wash for about 20 seconds if possible.
 - ✓ Rinse hands well.
 - ✓ Dry hands with a paper towel or air dryer.

- ✓ Wash hands after using the restroom, after coughing, sneezing, and wiping your nose or someone else's nose, before eating or drinking, before serving food to pupils and after cleaning
- Pupils who are unable to wash their own hands should have assistance from staff.
- Use hand sanitizing gels and wipes
- Ill pupils and staff must not handle food, especially if they are ill with the flu or gastro-intestinal symptoms like vomiting or diarrhea.
- Pupils or staff with skin lesions on exposed areas like the face, hands, and fingers must not handle food.
- Pupils should not share food, plates, or utensils.
- Tabletops should be cleaned and sanitized before meals and between different groups of pupils using the tables.
- Ensure that surfaces, toys, doorknobs and handles, faucet handles, toilet seats, and drinking fountains are kept clean and periodically sanitized. Inform the Maintenance Dept. / SLT of items that may look soiled or dirty

Evacuation Procedures

The school has an Evacuation Plan, and an emergency communication tree, in place to ensure the safety of all pupils, staff and visitors. It is important that all staff take the time to read and understand the following procedures and familiarize themselves with the situation and layout of the building. Evacuation signs are clearly posted on school facilities and every classroom, and it is the responsibility of every teacher to ensure that pupils are made aware of the signs in their classrooms. The school also has a designated outdoor safe area for evacuation, and routes have been designed to avoid any bottlenecks. We will run a fire drill each term to ensure that all pupils and staff are familiar with evacuation procedures. The first two fire drills will be announced and all staff will receive more detailed procedures and induction sessions.

Evacuation in Case of Fire

The school is equipped with smoke detectors in every classroom and fire extinguishers in corridors. In the event that the fire alarm rings, teachers must proceed immediately with their pupils to the designated safe area and line up by class. Teachers must then take a register of attendance which will be made available at the assembly point.

The school will assess the damage and a decision is made to resume classes or send pupils home. In cases where pupils are sent home, the communication tree is activated to inform parents to either pick up their children or if they use the school bus, to have someone at home to receive them. If pupils remain in the outdoor safe area until the regular end of day time, an informative email will be sent to parents to clarify the incident. In both cases all staff will remain in school until all pupils have safely vacated school premises.

Evacuation Drill Procedures

- If you detect a fire in a building you should only attempt to tackle it if you have received training in the appropriate use of fire extinguishers. If you have received

such training, please ensure that you know where the fire extinguishers are located in the buildings and what type they are.

- To summon help or to raise the alarm press on the nearest fire alarm (which is housed in a red box mounted on the wall). The emergency siren will sound.

When you hear the alarm:

- If you are a member of the non-teaching staff or if you are a teacher who is not in a lesson you should immediately proceed to the pre-school to assist with their evacuation.
- Leave the building by the nearest exit (all fire exits have a green sign above the door) and make your way to the assembly point.
- Pupils must line up in their Year Groups and in the order of Foundation Stage to Year 5. Pupils should line up in register order if possible.
- If you are in charge of pupils when the alarm sounds, you should ensure that the pupils in your care leave the building by the nearest exit in a quiet orderly manner, close the windows and doors of your room then accompany your class to the assembly point where they will line up with their Class Teacher and Teacher Assistant.
- Do not lock the door. Do not stop to collect bags and books. Do not use the lift.
- Canteen staff must shut down kitchen extractor fans and other appliances
- The building must be cleared within 3 minutes. Teachers must check that all pupils have left the room and must be the last people out of the classroom.
- If you are a Class Teacher/Teacher Assistant, but your pupils are not with you, you should take up your position at the Assembly Point to receive them and the class register (Specialist Teachers must escort pupils to their Class Teacher). Check that all pupils are present and inform the Head of Key Stage of any missing pupil and/or that pupils in your Year Group have been accounted for. Class Teachers must stay with their pupils and ensure that they await instructions in a quiet, orderly fashion.
- Reception staff will distribute class registers to each teacher and Junior School Office Assistants must also distribute updated absence lists.
- The Head Teacher is responsible to account for all Specialist Teachers and their assistants.
- The Head of Administration is responsible for all non-teaching staff
- The Head of Key Stage/Head of Department is responsible for checking that all teachers/pupils in their department are accounted for and inform the Head Teacher.
- The Facilities Manager and Security are responsible for looking for any missing pupil, staff or visitor and checking that the building is empty and reporting to the Head Teacher.
- The Facilities Manager is responsible for investigating the source and location of the fire, turning off the fire alarm and/or contacting the Fire Brigade if deemed necessary.
- Visitors will be asked to assemble with the non-teaching staff. Should they require assistance, please advise and help them to the assembly point.
- No one may go back into the building until the all clear sign is given by the Head Teacher.

- Once the clear sign is given by the Head Teacher, Class Teachers must return the class registers to the Receptionist and escort their pupils back inside the building to their scheduled lessons.

Additional Information

- Those taking registers must act as quickly as possible at the assembly point in order to provide information about the status of pupils, staff and visitors.
- Everyone must wait for instructions in an orderly fashion, in silence.
- Printed registers / daily absence lists must be kept with the Receptionist / Junior School Office Assistants and readily available.
- A register of matrons, maintenance men, catering staff must be kept with the Facilities Manager and readily available
- If the alarm sounds during break / lunch time, Class Teachers / Teacher Assistants not on duty must proceed immediately to the playgrounds and help teachers on duty line up pupils. FS teachers must then escort their pupils to the assembly point, otherwise, normal evacuation procedures are followed.

Assembly Point Plan
Communication Tree Chart
Exit Routes

Safety and Security

The safety and security of our pupils and staff are of the highest priority. Facility Management conduct a weekly risk assessment of the school premises taking into consideration all entrances, playgrounds, bathrooms, reception areas, classrooms, buildings and pathways, isolated buildings, access points and the perimeter of the school. Facility Management also ensure that entrances to school are limited. Staff should notify the Facility Manager immediately if they see anything broken or dangerous in the school. The school campus is monitored by security cameras and security guards are employed throughout the school in designated areas. In addition, there are hall supervisors on every floor. Pupils must be supervised at all times especially in the playground and canteen area. Teachers must also encouraged pupils to play safely on the climbing apparatus as well as any other equipment. Class Teachers must ensure that pupils are escorted to and from specialist lessons such as Music, Art and PE. When moving around the school at break time or between lessons, all pupils must:

- walk on the right hand side of the corridor and stairs
- walk quietly and sensibly
- walk in single file

Security of Property: Guideline for Loss Prevention

- Store valuable property in a secure area.
- Maintain a current list of all school property entrusted to you
- Report all burglaries and thefts immediately to the Head Teacher.
- Never loan school keys to anyone, especially pupils.
- Secure doors and windows upon leaving the room.
- Close blinds and shades when leaving for the day.

- Report all faulty doors and windows immediately.

REMEMBER THAT SECURITY IS EVERYONE'S CONCERN.

Character Education

"If you work with or around pupils, you cannot not be a character educator. Abstaining is not an option" (Damon ,2002).

The aim of our Character Education Program is to develop in all pupils' core ethical and moral values in order to help pupils become caring, responsible and contributing citizens. Character education includes a broad range of educational approaches such as whole pupil education, service learning, social-emotional learning, civic education and aims to promote a core set of universally acknowledged values. Character Education involves all stakeholders and must be a visible and conscious part of our school culture. All staff play a critical role in enforcing these values across the school; classrooms, playgrounds, corridors, bathrooms, buses etc. and teachers are responsible for integrating the values into the school curriculum and daily lesson plans. Pupils focus on one specific value every month. Skills needed to effectively practice and apply each value are taught during the Character Education weekly lessons.

Teachers are expected to:

- Lead by example, act as caregivers, models and mentors
- Use a variety of classroom management skills to create a respectful, nurturing, orderly and comfortable learning environment.
- Create a democratic classroom environment with multiple opportunities to make decisions and share responsibilities.
- Hold **class meetings** where pupils can establish group goals, decide on rules of conduct, plan activities, and solve problems.
- Teach pupils conflict resolution skills to provide them with abilities to solve problems fairly and peacefully.
- Agree on and develop lesson plans during Year Group Meetings to integrate values through the curriculum.
- Allow pupils to collaborate on academic tasks by working in cooperative learning groups and provide pupils with regular opportunities to plan and reflect on the ways they work together.
- Help pupils consciously take responsibility for developing their own character by setting goals and assessing their success.
- Take advantage of the "teachable moments" and emphasize character in the classroom and open classroom discussions to reflect on values and moral issues.

Character Traits

- Sept/Oct Respect
- Nov Self-control
- Dec Honesty
- Jan Perseverance
- Feb/Mar Cooperation

- April Responsibility
- May Caring
- June Gratitude

Class Meetings Guidelines

Teachers must schedule and organize class meetings as follows:

- Class meeting should be regularly scheduled once a week for 20-30 minutes.
- Teachers must inform the Head of Key Stage of the date / time of their class meetings for follow up purposes.
- Teachers should manage the class meetings to serve one or more of the following purposes:
 - 1) Plan and make decisions.
 - 2) "Check in".
 - 3) Solve problems.
 - 4) Raise awareness.
- Teacher should teach / train pupils on how to arrange / run a successful class meeting.
- Teachers should have clear rules, designate a talking item, encourage all pupils to participate, and teach pupils to respect each other.
- Teachers are provided with necessary training and support to enable them to conduct successful class meetings.
- Forms are provided to enable teachers to evaluate their class meetings and record their success and are reviewed by the Head of CE

Class Meeting Format:

1. Create an agenda collaboratively with pupils.
2. Form a circle.
3. Compliments and appreciations.
4. Follow up on prior solutions.
5. Agenda items.
6. Wrap up and reflections.

Conflicts Resolution Guidelines

In order to ensure consistency, it is important that all teachers adhere to the following guidelines when addressing conflicts between pupils

Each letter in the acronym "**STAND**" represents one of the five steps used for conflict resolution and helps pupils recall the process.

S	Stop and calm down	use breathing techniques, write in journal, splash water on the face, clear your desk, change position
T	Take turns Telling what's bugging you	Listen to each side, use I messages and stick to facts
A	List alternatives .	Brainstorm your options.
N	Narrow the choices to "win-win".	

D	Decide on the best one that you both agree upon and do it	affirm, forgive, thank
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- Approach the pupils who are in conflict in a calm manner.
- Stop any aggressive behaviour.
- Allow pupils some time to cool off.
- Gather information (listen to both sides; ask pupils to use I messages and state facts).
- Restate information.
- Think of ways to solve the problem.
- Pick a solution together.
- Support follow-through.

Positive Behaviour Policy for Pupils

The school has a positive behaviour policy adapted from the PBIS system (Positive Behaviour Interventions and Support), which all staff must implement. We do not administer any form of punishment with the intention of causing pain or discomfort, nor do we condone any kind of humiliating or hurtful treatment to any pupil in our care. Appropriate behaviour is encouraged through positive reinforcement of good behaviour, providing space and time for self-reflection and awareness and through our Character Education Programme.

An effectively managed classroom is one in which pupils accomplish learning tasks with little or no disruptive behaviour. The real key to good discipline is prevention. Teachers should follow effective classroom management principles, and appropriately manage the classroom environment before pupils misbehaviour becomes a major issue.

When dealing with pupils, it is essential that all staff are **consistent**; there is nothing more likely to escalate a situation than inconsistency, which is often seen, by pupils, as evidence that a teacher is being 'unfair'. The purpose of this document is to ensure that ALL staff are dealing with situations in a fair and consistent fashion.

Teacher Expectations for Classroom Management

- Establish through classroom rules that all pupils are to report to class on time, ready to work and learn.
- Stress that all pupils come prepared with essential materials in order to create a worthwhile learning environment
- Keep pupils involved and occupied in meaningful activities.
- Establish instructional situations that provide for the individual pupil's needs.
- Assign Homework on a regular basis.
- Identify and help pupils with problems that relate to classroom activities.
- Analyze and use the information available (i.e., test results, cumulative counselor records, educational information, bulletins, etc.).
- Schedule conferences, or make telephone contacts with parents as needed, to foster parental support and enhance the collaboration between the home and the school.
- Establish clean-up procedures to ensure that the classroom is clean and orderly before each class is dismissed.
- The classroom must be arranged with books, materials, and supplies at the beginning of the school year. Good teachers are organized.
- Seat pupils away from distracting displays; keep frequently used equipment / material accessible. No one arrangement of space, furniture, storage, and equipment is best for all settings and purposes, but some general principles do underlie any effective and efficient arrangement.
- Teachers must be able to observe all pupils, as well as monitor their work and behaviour.
- Pupils should be able to see the teacher and presentation area without undue turning or movement. Keep aisles clear.
- Pupils' reference materials should be readily available.
- Potentially distracting seating arrangements should be avoided until pupils have established a pattern of cooperative behaviour.

- Be explicit in setting specific procedures such as: beginning and ending class, attendance, behaviour, use of pencil sharpener, supplies, and special equipment, teacher-led instruction, seat work, independent group work or small group projects.
- School-wide rules should be explained carefully. This requires that the teacher has a clear concept of the regulations so that he or she can convey clear expectations to pupils.
- Effective teachers are clearly in charge of the class. They begin promptly, conduct activities at a reasonable pace, give pupils constructive activities to do, and provide information about what is expected. Effective teachers do not give pupils the opportunity for deviant behaviour. They tend to be pleasant and supportive, rather than harsh, critical, or withdrawn.
- Monitor pupil behaviour and provide corrective feedback when needed.
- Show enthusiasm
- Frequently use praise, positive reinforcement and rewards
- Monitor pupils carefully and frequently so that misbehaviour is detected early, before it involves many pupils or becomes a serious disruption.
- All significant incidents must be recorded in the Class Teacher's on going observational records and must be communicated to parents through the pupil's Communication Book.
- If a pupil's behaviour becomes cause for concern and usual methods are not effective, parents are contacted by the Head of Key Stages to become involved in a behaviour intervention plan involving the teacher, counselor and Head of Key Stage.
- The school prohibits the use of corporal punishment. Staff members may not use rulers or other instruments for the administration of corporal punishment, no matter how lightly administered or as a threat to administer corporal punishment.
- Take prompt action to stop inappropriate behaviour, usually unobtrusively, so as not to interrupt the instructional activity or to call excessive attention to the pupil. Unobtrusive strategies for handling inappropriate behaviour include the following:
 - ✓ Moving close to the offending pupil or pupils; making eye contact; giving a nonverbal signal to stop the offensive behaviour.
 - ✓ Calling a pupil's name or giving a short verbal (instruction) to stop the behaviour.
 - ✓ Redirecting the pupil to appropriate behaviour by stating what the pupil should be doing; citing the applicable procedure or rule.
 - ✓ When several pupils are involved, an effective strategy is to refocus class attention. The teacher might say, *'Everyone look at the whiteboard and read the first line with me; I need to see everyone's eyes looking here.'* The object of such a strategy is to create a behaviour that is incompatible with disruptive activity, but does not cause a disruption of instruction.
 - ✓ More serious disruptive behaviour such as fighting, continued interruption of lessons, and refusal to follow reasonable procedures or rules cannot be dealt with in the classroom unobtrusively. They require direct action according to school's behaviour management policy

Pupils must be given clear expectations of to set the tone for good behaviour and work in the classroom, and around the school. We have a simple set of whole school key

principles (Golden Rules) which pupils must follow. Parents are requested to reinforce these rules at home.

- We believe in honesty
- We believe in responsibility
- We encourage respect
- We value cooperation
- We encourage safety

Our goal is to establish a positive learning atmosphere through easy-to-follow rules and expectations which are modeled and taught at the beginning of the year and reinforced throughout the academic year.

The following chart explains the Primary School's Behavioural Expectations; and will be consistently displayed in different areas around the school as a visual reminder. In addition, each teacher should establish his/her own classroom expectations to ensure the smooth running of lessons and activities.

Ethos Expectations	Classroom	Cafeteria	Playground	Hallways/stairs	Restroom	Library
Be Honest	<input type="checkbox"/> Do your own work	<input type="checkbox"/> Use your own coupons	<input type="checkbox"/> Play fair.		<input type="checkbox"/> Return to classroom promptly	
Be Responsible	<input type="checkbox"/> Be prepared.	<input type="checkbox"/> Follow directions.	<input type="checkbox"/> Line up immediately on hearing bell.	<input type="checkbox"/> Walk quietly to your destination.	<input type="checkbox"/> Flush the toilet.	Push in chairs. Leave area neat and organized. Food and drink stay out of the library
	<input type="checkbox"/> Stay on task	<input type="checkbox"/> Clean up after yourself.	<input type="checkbox"/> Refer to a teacher if you need help.		<input type="checkbox"/> Put toilet paper in the bin.	
	<input type="checkbox"/> Clean up after yourself					
Be Respectful	<input type="checkbox"/> Raise hand before speaking.	<input type="checkbox"/> Use an inside voice.	<input type="checkbox"/> Follow directions.	<input type="checkbox"/> Stay in a single line on the right side.	<input type="checkbox"/> Respect the privacy of others.	Handle books with care. Return borrowed books on time. Use an inside voice. Be attentive
	<input type="checkbox"/> Treat others the way you want to be treated.	<input type="checkbox"/> Use good table manners.	<input type="checkbox"/> Take care of school property.	<input type="checkbox"/> Respect wall displays		
	<input type="checkbox"/> Listen while others speak		<input type="checkbox"/> Throw your litter in the bin			
Be Safe	<input type="checkbox"/> Keep hands and feet to yourself	<input type="checkbox"/> Eat in designated places	<input type="checkbox"/> Stay in assigned areas.	<input type="checkbox"/> Be aware of personal space	<input type="checkbox"/> Wash your hands with soap	Walk, enter and sit quietly Hands & feet to self Keep all chair legs on floor.
	<input type="checkbox"/> Use equipment appropriately.	<input type="checkbox"/> Walk at all times.	<input type="checkbox"/> Be careful when playing on the apparatus	<input type="checkbox"/> Use one step at a time on the stairs.	<input type="checkbox"/> Keep the floor and your clothes dry	
		<input type="checkbox"/> Wash your hands before and after eating		<input type="checkbox"/> No pushing		
Be Cooperative	<input type="checkbox"/> Wait your turn	<input type="checkbox"/> Wait for your turn in line.	<input type="checkbox"/> Include everyone.	<input type="checkbox"/> Hold the door open for the person behind you.	<input type="checkbox"/> Wait for your turn	<input type="checkbox"/> Wait patiently
	<input type="checkbox"/> Work well together		<input type="checkbox"/> Share equipment.			

Rewards

We strive to create a positive environment throughout our school. Class Teachers may use their own systems such as smiley faces, stickers, class treats, notes to parents, etc. However, our whole-school system includes:

Merits

Merits are awarded to pupils for achievement in academic work and/or behaviour. The merit counts towards the pupil's House points and towards their own merit points. If a pupil is seen in good behaviour, he/she is awarded a Merit that is recorded in his/her Communication Book and his/her House chart in the classroom. All pupils are rewarded when they achieve 10 merits.

Class Merits

Class Merits awarded to a class for working well as a team. This rewards the class for something they have done well collectively, not individually. Merits also count to pupils' House points.

Star of the Week

Each teacher chooses one pupil who has produced a particularly good piece of work, or showed significant improvement. Each pupil receives a certificate to take home during the Weekly Assembly

Golden Speaker

Each teacher chooses one pupil who consistently uses or attempts to use English in class. The purpose of this award is to promote speaking English at all times.

Attendance Awards

We expect our pupils to aim for 100% attendance. Pupils with the highest attendance for a whole term are presented with a certificate. Pupils with the highest attendance for the whole year are given a certificate and a prize.

Sports Medals and Trophies

These rewards are gained from events (e.g. Sports Day) and tournaments in and outside school. All rewards are presented to our pupils during our morning Weekly Assemblies.

Sanctions

Sometimes the positive approach needs reinforcement. If your pupils display inappropriate behaviour, such as disrupting lessons or preventing others from learning, physically abusing others, fighting or swearing, there are sanctions in place to deter

further incidents. Our aim is for pupils to develop as individuals, but also to realize that, as we are members of a community, certain rules are necessary.

Detention (Reflection Room)

Teachers may assign detentions for up to 20 minutes during first break for inappropriate behaviour. Teachers fill out an Office Referral Form which is submitted to the Junior School Office. The Office ensures that the pupil is sent during first break to the Reflection Room to write a reflection paper which is placed in his/her file. If the offence is after first break, the pupil must report to the Reflection Room the following school day. Parents are informed by the Junior School Office. Detentions for inappropriate behaviour are supervised by the SLT.

Detentions may be given for the following reasons:

- Continuous lack of preparation
- Continuously not following instructions
- Continuous calling-out/talking in class
- Consistent interruption of teacher
- Throwing objects
- Damaging desks or school equipment
- Repeatedly out of seat
- Continuous disruption to the class
- Bad language
- Lying
- Play-fighting
- Refusing to line-up properly
- Shouting
- Not packing-up / refusing to line up appropriately when leaving for buses
- Playing / running around when walking to buses
- Misbehaving on the bus
- Littering

Temporary Removal from Class

Teachers have the authority to remove seriously disruptive pupils from the classroom for the following incidents:

- serious verbal abuse towards a teacher or fellow pupil
- physical threat or harassment of a teacher or fellow pupil
- fighting
- continued disruption to class after stages 1 – 4 of the Behaviour Management stages have been applied by the teacher, to the extent that the teacher cannot teach the class and other pupils cannot learn

Any teacher who needs a pupil removed from class must complete the Office Referral Form and send it directly to the Junior School Office for Senior Leadership to take immediate action. The pupil is removed from class, placed in the Reflection Room and the incident is investigated. Parents are notified. Teachers must never place a pupil in the RR without the prior agreement of Senior Leadership.

Reflection Room Rules

- The RR is under the supervision of the SLT on duty each day.
- The names of pupils placed in the RR must be written in the RR log located in the Reflection Room, which is monitored by the Heads of Key Stage / Head Teacher to determine the frequency of use by individual pupils and teachers
- No food or soft drinks are allowed. A bottle of water is permitted.
- Talking is prohibited
- No sleeping.
- Communication with other pupils is strictly forbidden
- In cases of internal suspension:
 - ✓ Pupils are permitted to go out to eat by the canteen in the last 10 minutes of each break.
 - ✓ Pupils will be provided work according to their timetable for the day.
 - ✓ Pupils will normally remain in the RR for the entire day, unless required by the school management for investigation.

SLT Sanctions (Head of Key Stage / Head Teacher)

In collaboration with teachers, the SLT use a variety of methods to deal with repeated or serious offenses, some of which may include:

- detentions
- exclusion to Reflection Room
- parental conferences
- targeted reports
- after-school detention
- and, in extreme cases, suspension or exclusion

Suspension

Suspension is a serious sanction used by the Head of Key Stage / Head Teacher for very serious single or repeated incidents or after other disciplinary actions have failed to produce the desired improvement.

Exclusion

Exclusion is a very serious sanction that will be used for extreme incidents of bad behaviour. The Head Teacher / Executive Committee make the final decision. Parents have the right to appeal.

Behavioural Management Stages

Stage 1

Pupil is given a non-verbal cue then a verbal reminder of expectations of behaviour and rules



Stage 2

Pupil is given time to reflect on behaviour and fills out a reflection form. Teacher records incident.



Stage 3

Teacher fills out an Office Referral Form and pupil is sent during first break to the Reflection room and writes a reflection paper which is placed in his/her file. If offence is after first break, pupil is to report to the Reflection Room the following school day. Parents are informed.



Stage 4

Pupil is sent to the Head of Key Stage and parents are contacted. In collaboration with the Class Teacher, counsellor and Head of Key Stage, a behaviour intervention plan is set. This may include targeted/monitoring reports, counselling sessions. Parents may sign a written contract.



Stage 5

Pupil is sent to the Head Teacher. The Head Teacher uses a combination of interventions/sanctions to address the behaviour, these may include targeted/monitoring reports probationary contracts, after school detentions, internal suspensions, external suspension and/or exclusion.

General Guidelines on Rules and Sanctions

Subject	Action	Procedures	Referred to
Absence	absent one or two days	Pupils are required to bring a letter from the parents immediately upon their return and submit it to the Class Teacher/Junior School Office	Teacher/Junior School Office
	absent three or more days	An official medical certificate must be brought in to school immediately upon their return.	Teacher/Junior School Office
	habitual unauthorized absences	Parents are contacted and progression to the next year level may be affected	Head Teacher
Punctuality	arrive during flag salute	Pupils will be stopped by staff on duty and must remain still if arrival is during the salute to the flag or the playing of the national anthem.	Teachers on Duty
	arrive late	Pupils must sign in at the Main Reception to be issued a late slip. Lateness is monitored by the Junior School Office 3 instances - Reminder written in the Communication Book that the pupil will be sent to the Reflection Room the next time he/she is late 5 instances - Written contact with parents 10 instances - Parent conference	Classroom Teacher Reception / Head of KS
Uniform	wear anything other than the correct school uniform	1st infraction: A "Non Uniform" pass is given. A verbal reminder is given and teacher notifies parents.	Teacher / Junior School Office
		Additional infractions: Parents are contacted. The school provides a new uniform for pupil. Parents must pay for the cost.	Teacher /Junior School Office
	wear jewelry other than what is permitted	Jewelry is confiscated and given to the Junior School Office to place in a safe. Parents are notified.	Any teacher / Junior School Office
	have on nail polish or make-up	Nail polish: Pupils are sent to the Junior School Office and it is removed. Parents are notified Make-up: Pupils are sent to wash it off. Parents are notified	Any teacher / Junior School Office

Property	damage school/ pupil property	Parents are notified, and asked to pay for the cost of the repair	Any teacher / Junior School Office
	are involved in theft of property	Immediately referred to Head Teacher Suspension / exclusion will be considered	Head Teacher
Use of Electronic devices	Bring unauthorized electronic devices	1st infraction: Parents are contacted and pupils can collect the item at the end of the school day	Junior School Office
		2nd infraction: Parents are contacted and pupil is given detention. Parents must collect the confiscated item	Head of KS
		3rd infraction: Parent Conference	Head of KS
Equipment	forget necessary school equipment	1st infraction: Verbal reminder and parents are notified	Teacher
		Additional infractions: Parents are contacted and detention may be given	Teacher / Junior School Office
Cheating	Cheat on assignments or assessments	1st infraction : Verbal warning and parents are notified	Teacher / Head of KS
		2nd infraction : Detention and parent conference	Head of KS
		Additional infractions: Referred to management and exclusion may occur	Head Teacher
Bus	Not following bus procedures and misbehaviour	1st infraction: Verbal reminder	Supervising Matron
		2nd infraction: Verbal warning	Matron / Transport Coordinator / Junior School Office
		3rd infraction: Parents are notified	Transport Coordinator / Head of KS
		Additional infractions: Parent conference. Pupil may lose bus privilege for the remainder of the term	Head Teacher
Selling	Selling products or items unless authorized by the school	Products / items are confiscated and parents are notified	

Our normal 'behavioural management stages' do not apply to the following violations. These violations are considered major infractions and must be immediately referred to the Head of Key Stage and/or Head Teacher for investigation. Violations of this nature may result in suspension or permanent exclusion.

- Obscenity and Swearing. The use of offensive language, gestures, or activities that can be considered vulgar, indecent or inappropriate to the school environment and values.
- Disrespect. To treat others with contempt, to insult verbally or in writing any member of the school
- Insubordination. The deliberate refusal to respond to requests of members of staff
- Fighting. Actions that involve physical, aggressive body contact.
- Threatening, Harassment and Bullying. To subject others to systematic threats, intimidation, pressure, verbal and physical abuse. This includes cyber bullying.
- Vandalism. Willful or malicious damage or destruction of property of school and/or belongings of a member of the school

Anti-Bullying Policy

EIS believes that all pupils have the right to learn in a supportive, caring and safe environment. The school is committed to enforcing the Anti Bullying Policy and takes all necessary measures to ensure that sufficient supervision and monitoring takes place to prevent bullying and to deal with incidents appropriately as they arise. Anti-bullying awareness is implemented through our Character Education Programme.

Teachers must report to the Head of Key Stage any incidents of bullying. As a school we take all reports of bullying extremely seriously. Parents should be assured that when bullying is reported, they will be supported, and the incident thoroughly investigated. The school must take all necessary measures to ensure the bullying is stopped and sanctions / interventions are enforced on the pupil who is bullying. Parents of pupils involved are kept up to date with all measures taken by the school. Bullying is an unwanted, negative or aggressive behaviour used by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can be short term or continuous over long periods of time. Bullying can take place anywhere; in the classroom, playground, toilets, on school buses, on residential trips, family and social gatherings and cyberspace.

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats - one pupil hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, making racist remarks
- **Psychological:** spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving notes, failure to speak to or to acknowledge a person
- **Sexual:** unwanted physical contact, abusive comments.
- **Technological:** bullying through social networking, text messages, photo changing software, emails, prank calls

Signs and Symptoms

Pupils may indicate by signs or behaviour that they are being bullied. Parents and teachers should be aware of these possible signs and should investigate if pupils:

- changes their usual routine
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other pupils or siblings
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

If a pupil feels that they are being bullied, they are encouraged to do the following:

- Tell a friend
- Tell the school counsellor
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it during the Character Education lesson



Whole School Forms

Form 1



Ethos Fundraising Request Form (Sample)

Initiator Name:-----Year Group----- Date-----

Date of Fundraising Event:-----

Purpose of Fundraising:-----

Estimated Amount to be Collected per Individual/Pupil:-----

Total Target Amount to be Collected:-----

Approvals

Head of Key Stage:-----

Head Teacher:-----

Deputy General Manager:-----

Actual Amount Collected (Completed after event):-----

Account's Signature (Money Received):-----

1 Copy of this form is kept with Accounts & 1 copy is kept with Sponsor

Form 2



Ethos Request for Photocopying Form (Sample)

Teacher's Name----- Date-----
-

Year Group-----Subject-----

Date Required----- Number of Copies-----

Page Number(s) (If Applicable)-----

Please Check

----- Back to back	----- Single
----- Stapled	----- Binding
----- Laminated	----- Colour

Approval of Head (Name)----- Date-----
-

Signature-----

Form 3



Order Request Form(Sample)

Date:

Requested Delivery Date:

Requesting Dept./Staff:

Purpose of Purchase

Tick One: Supplies----- Services----- Other-----

#	Code (If Applicable)	Item	Description	Estimated Price/Cost (If Applicable)	Quantity Required
1					
2					
3					
4					
5					

Additional Comments:

Line Manager Approval:

Warehouse Approval:

Finance Dept. Approval: (If amount exceeds 1000 LE)

Form 4



Office Referral Form (Sample)

Teacher's Name----- Date-----

Pupil's Name----- Year Group-----

Reason for Referral-----

-

Please check

-----Reflection Room

----- Temporary Removal from Class (Only for high level incidents)

Form 5



Early Dismissal Form (Sample)

Pupil's Name-----Year Group----- Date-----

Time of Dismissal-----

Junior School Office Approval/ Signature-----

*** This form is issued to parents when collecting pupils to present at the gate. The pupil may not leave the school early without this form

Form 6



Late Slip (Sample)

*** Completed by Reception

Pupil's Name----- Year Group----- Date-----

Number of Instances -----

----- Parents Contacted

----- Reflection Room

----- Parent Conference

Reception Signature-----

Junior School Office Signature-----

Ethos Trip Policy Pack

General Information and Guidelines

Please read very carefully!

- Field trips should extend and enrich classroom procedures by providing learning experiences in an environment outside the school, arouse new interests among pupils, help pupils relate school experiences to the reality of the world outside of school, bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the pupils' learning experience, and afford pupils the opportunity to study real things and real processes in their actual environment.
- Only the Trip Leader, supervisors, Trip Coordinator and pupils on the field trip roster may participate in a field trip. No other persons may travel with the group or participate in the field trip.
- For the safety of our pupils, the ratio of supervisors to pupil in FS is 1:3 and in KS 1 and 2, it's 1:8.
- If a trip group has members of each sex then a supervisor of each sex should accompany the group.
- All trips must start and end in the school bus area unless otherwise approved by the Head Teacher
- A copy of the list of pupils (Pupil Roster) and emergency contact numbers must be left at the Reception and Security and with the Trip Coordinator
- Trips must not vary from approved itinerary except in the event of an emergency. An alternate plan should be devised and reported to the Head Teacher.
- All school rules apply to school trips and must be made clear by the Trip Leader to pupils and supervisors 2 days prior to the trip.
- Provisions for a First Aid Kit and for the administration of medication to pupils for whom medications are administered while at school must be in place.
- The educational purpose and length of the field trip must be approved by the Head of Key Stage/ Head Teacher.
- Field trip requests must be submitted to the Head of Key Stage one month prior to the anticipated trip date for day trips and two months for residential trips in order for trip arrangements and risk assessments to be carried out by the Trip Coordinator.
- The school mobile must be booked out from Resources. Personal mobiles must not be given to parents and pupils.
- Residential/overnight trips should be planned so that pupils are not absent from school. In the event this is not possible, absences shall be limited to the least number of school days possible.
- On residential/overnight trips, sleeping arrangements will be in assigned rooms only. Rooms are entirely girls or entirely boys. Assigning rooms to pupils must take place prior to trip.

- On residential/overnight trips, curfews must be set as appropriate and must be abided by.
- On residential/overnight trips, all rooms must be checked for damage before departure and damage must be reported to hotel. Parents will be required to pay for any damage caused by their child.
- Pupils are not permitted to bring with them valuable items including mobile phones. Pupils may use the school mobile to contact their parents, if they wish.
- Any trips deemed 'medium/high risk' e.g. water related trips, desert trips, overnight trips, trips involving high physical (e.g. trekking), athletic endeavor must have parental permission.

Guidelines for Supervisors and Chaperones

The Trip Leader must:

- ensure that guidelines are followed and strictly abided by and must be one of the supervisors accompanying pupils on the trip
- supervise pupil assembly at the assembly point. Pupils must be present at the assembly point wearing their name tags.
- supervise the loading process of buses.
- take the final count of pupils inside buses and ensure that buses move to location
- contact the Trip Coordinator to confirm the safe arrival and return of all pupils and report any issues to the Head of Key Stage
- submit a brief written report with photographs to the Head of Key Stage/Head Teacher within 3 working days for inclusion on the school website and in newsletters.
- submit a financial report with receipts to the Head Teacher
- be accountable for all money given by the school
- remain with pupils after returning from the trip(if after school hours or on weekends)until they are collected by parents

General

- All designated supervisors/chaperones must be employees of the school.
- Supervisors/chaperones may not bring their children on any school trip unless they are enrolled in the Year Group participating.
- Supervisors/chaperones must be appropriately dressed at all times.
- Supervisors/chaperones must wear an identifying badge.
- Supervisors/chaperones are responsible for pupil safety at all times and must remain alert and informed
- Supervisors/chaperones must immediately report to the Trip Leader any safety concerns or emergency issues relating to pupils. Trip Leaders must determine whether the school administration needs to be notified
- Supervisors/chaperones must follow all school policies and procedures and must always serve as positive role models using appropriate language and discussing only age-appropriate matters with pupils.
- Supervisors/chaperones must check attendance regularly (especially when loading and unloading the bus and when moving from place to place) and know the whereabouts of pupils at all times.
- Supervisors/chaperones on residential/overnight trips assume a 24 hour-a-day responsibility and are always "on duty."

- Supervisors/chaperones are prohibited from sharing a room with pupils during overnight trips.
- Supervisors/chaperones are prohibited from consuming drugs and alcoholic beverages at any time.
- Pupils participating on trips must be divided into groups and assigned a supervisor to facilitate monitoring.

Guidelines for the Trip Coordinator

Once a request for a trip is submitted to the Head of Key Stage/Head Teacher, an initial approval is given and the request form is forwarded to the Trip Coordinator.

The Trip Coordinator must

- contact, visit, investigate the destination site for risk assessment
- plan, calculate costs, make all necessary reservations
- arrange transportation by contacting the Transportation Coordinator
- collect all trip money from Class Teachers and submit to Accounts
- ensure that the Trip Leader and supervisors are appointed and have the appropriate time and expertise to fulfil the responsibilities expected of him/her. This must be approved by the Head of Key Stage/Head Teacher
- provide a list of all pupils and supervisors participating in the trip.
- provide a copy of the list to the Trip Leader, the Head of Key Stage, Reception and Security
- distribute assigned duties to all supervisors
- submit trip program to the Trip Leader
- charge cell phones and camera and give them to the Trip Leader.
- ensure that school policies and procedures have been reviewed and explained to supervisors
- ensure that the First Aid Kit and trip supplies are packed on the bus
- distribute the trip list and name tags to classes.
- confirm that buses will be available and on time
- ensure that trip team is complete and have received their assigned pupil lists.
- ensure that all pupil belongings are packed.
- receive the trip advance from the finance officer and sign trip advance receipt.
- complete and sign the trip checklist
- provide the Trip Leader with the necessary finances needed

Guidelines for Head of Key Stage

Heads of Key Stage must:

- coordinate with class/specialist teachers to put in place a schedule of planned trips for the academic year.
- ensure that each trip has a specific and stated objective and that such objectives are appropriate to the age and abilities of the participants.
- coordinate with Trip Coordinator in the planning and organization of trips related to the Key Stage
- prepare letters for parents to include details of the trip, cost, payment deadlines, refund policy, school mobile number, trip programme and itinerary. Letters must

be sent to parents no less than a week prior to the trip date if no trip fees are required and two weeks prior if fees must be collected

- approve all trips and letters to parents from Head Teacher
- ensure that cover has been arranged and lesson plans are passed to cover teachers

Guidelines for Class Teachers

Class Teachers must:

- collect all trip money sent by parents and promptly submit it to the Trip Coordinator
- inform Trip Coordinator/ Head of Key Stage of parents who do not pay the trip fees
- maintain a record of all pupils whose parents have sent trip fees
- maintain a list of all pupils participating in the trip
- ensure pupils are at the assembly point

Financial Guidelines

- All money collected from pupils and/or generated from a trip must be submitted to the Finance Dept.
- Members of school staff may not independently collect and deposit money from pupils for any trip
- The number of supervisors for whom expenses are paid for from trip fees must follow the supervisor to pupil ratio policy. Supervisors should not incur charges on trips
- When calculating cost of trips, tips, entry fees and extra emergency money must be taken in consideration
- Refund policies for all trips must be stated clearly in all letters to parents
- The Trip Leader is responsible to account for all money given by the school and must provide receipts for everything spent.
- The Trip Leader must provide a written financial report to the Head Teacher within 2 working days of returning to school
- The Trip Coordinator is responsible to account for all money collected from the Class Teacher and must maintain a record and provide receipts for everything spent.
- All receipts with financial reports and money not spent must be approved by the Head Teacher and returned to the Finance Dept.

Trip Forms

1. Trip Consent Form (sent to parents at the beginning of the academic year).Not included in trip pack
2. Trip Request Form(completed by any staff member requesting a trip and submitted to Head of Key Stage)
3. Check List for Trip Planning (completed by the Trip Coordinator)
4. Trip Planning Form(completed by the Trip Coordinator and submitted to the Head Teacher)
5. Field Trip Roster(Copied to Class Teachers, Reception, Head of Key Stage and Security)

Field Trip Roster

Year Group:----- No. of Pupils-----

Destination:-----

Date(s):-----

Departure and Arrival Times:-----

Trip Leader:-----

Supervising Staff:-----

Pupil's Name	Year Group	Parent Telephone No.	Emergency Contact No.
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			

Checklist for Trip Planning (to be completed by the Trip Coordinator)

Year Group:----- No. of Pupils-----

--

Destination:-----

Date(s):-----

Departure and Arrival Times: -----

Trip Leader:-----

Supervising Staff:-----

Task		Done
Before the Trip		
1	Contact, visit, investigate the destination site for risk assessment	
2	Plan, calculate costs, make all necessary arrangements and reservations	
3	Arrange transportation by contacting the Transportation Coordinator	
4	Ensure that the Trip Planner Form is completed and submitted to the Head Teacher for approval	
5	Ensure that the Head of Key Stage has sent the trip letter to parents	
6	Collect all trip money from Class Teachers and submit to Accounts	
7	Ensure that the Trip Leader and supervisors are appointed and have the appropriate time and expertise to fulfil the responsibilities expected of him/her. This must be approved by the Head of Key Stage/Head Teacher	
8	Provide a list of all pupils and supervisors participating in the trip.	
9	Provide a copy of the list to the Trip Leader and the Head of Key Stage	
10	Distribute assigned duties to all supervisors	
11	Submit trip program to the Trip Leader	
12	Ensure that school policies and procedures have been reviewed and explained to supervisors and that the Trip Leader has reviewed rules and regulations with pupils	
13	Distribute the trip list and name tags to classes.	
14	Ensure that trip team is complete and have received their assigned pupil lists.	
15	Receive the trip advance (money) from Accounts and sign trip advance receipt.	
16	Provide the Trip Leader with the necessary finances needed	
17	Ensure that all pupils participating are permitted to join the trip	
On the Day of the Trip		
1	Ensure that the First Aid Kit and trip supplies are packed on the bus.	
2	Charge cell phones and camera and give them to the Trip Leader.	
3	Confirm that buses are available and on time	
4	Provide copies of the Trip Roster to Reception and Security	
5	Ensure that all pupil belongings are packed.	
6	Ensure that attendance is taken and submitted to the Head of Key Stage	
7	Ensure that any necessary water, food or toiletry supplies are loaded on the bus	
After the Trip		
1	Ensure that all finances/reports and receipts have been approved by the Head Teacher and submitted to Accounts	
2	Ensure that all school resources sent on the trip are returned and accounted for	
3	Ensure that a written report about the trip with photographs has been submitted to the Head Of Key Stage	
4	Receive feedback from Trip Leader and supervisors and report concerns to Head Teacher	

Trip Coordinator Signature:-----

Trip Planning Form (To be completed by the Trip Coordinator and approved by the Head of Key Stage and Head Teacher)

Year Group(s) -----No. of Pupils -----

Destination-----

Contact Number of Destination -----

Purpose of the Trip -----

Date(s) of Trip -----

Departure Time -----Arrival Time-----

Trip Leader -----

Supervising Staff -----

Bus Arrangements -----

Accommodations/Meals (if overnight) -----

Estimated Cost per Pupil -----

Equipment/Supplies Needed -----

Food /Drinks Needed-----

Risk Assessment -----

Approved by Head of Key Stage ----- Date -----

Approved by Head Teacher ----- Date -----

Trip Request Form

(To be completed by any staff member requesting a trip and submitted to the Head of Key Stage)

Requested By (Staff Name) -----

Date of Request-----

Purpose of Trip-----

Year Group(s) ----- Estimated No. of Pupils-----

Destination-----

Approximate Date(s) of Trip -----

Approximate Departure and Arrival Times -----

Staff Signature-----

Head of Key Stage Approval-----

Head Teacher Approval-----

****Once the request is approved, a copy of this form must be forwarded to the Trip Coordinator for the trip organization to commence.**