



Since 1982

El Alsson

British International
School - NEWGIZA

BRITISH INTERNATIONAL

SCHOOL

KEY STAGE 3

STUDENT AND PARENT HANDBOOK

2018-19

EL ALSSON BRITISH INTERNATIONAL SCHOOL

OUR VISION: TO DEVELOP SUCCESSFUL 21ST CENTURY CITIZENS

OUR MISSION

To achieve our goals through thinking, learning and caring

THINKING means

SEEING THE BIG PICTURE

- Thinking for ourselves
- Thinking for the future
- Creativity without borders
- Making responsible decisions

LEARNING means

ALL LEARNING ALL THE TIME

- Creating opportunities and extending our limits
- Achieving our goals
- Teachers make it happen
- Celebrating success

CARING means

EVERYONE VALUED

- Strength in belonging to our school community
- Supporting and being supported
- Being safe, secure, happy and healthy
- Respecting ourselves, others and the world around us

Dear Students and Parents,

Welcome to the Secondary School!

Strong research suggests that a lifelong love of a subject is often born in KS3. The characteristics of eagerness, inquiry and energy is very present when children come close to their teenage years. Add transitioning from a different learning environment to the next and you start to see how important KS3 is; it truly starts to be recognised as the 'formative' years of the child.

What you can expect from El Alsson at Key Stage 3

- A holistic experience encompassing the academic and extra-curricular.
- High expectations with behavior and effort.
- Recognising students as individuals and preparing them to positively contribute to their community.
- Supportive teachers who put students and their learning at the forefront.
- An environment that helps students to smile!

What parents can do to help their child at Key Stage 3

- Ask how their day was at school; aiming to focus on the positive, learning experiences.
- Monitor their emotional development and status; are they smiling enough!
- Support your child with the high expectations of behavior and effort.
- Regularly check their Student Planner – it's one of the main forms of communication.
- Aim to form and build the '3 way relationship'; Parent – Student – Teacher

We hope this Student Handbook proves useful to you over the coming academic year.

The Handbook;

- Has been designed to help support you at El Alsson.
- Is an essential document and it contains information about the school day, personnel, policies, day to day planner, our expectations and other useful information.
- Can also be used by parents/guardians to get an understanding of the Secondary School.
- Should be referred to regularly throughout the year to remind yourself of school procedures.

May I urge you to take particular notice of the section on uniform. The vast majority of parents support the school and their children by ensuring students have correct uniform. Also, please can students ensure they are aware of the Mobile Phone Guidelines on the next page.

Finally, may we wish you all a very successful year at El Alsson,

Mr Malik- Head of KS3 (Years 7-9)

Mr Topliss- Head of Secondary (Years 7-13)

KS3 Form Tutor Team

EXPECTATIONS

For us, successful 21st century citizens are not only those who have developed the independent learning skills needed for academic achievement, but also those who pursue a balance of interests and look outside themselves to help within their community.

During your school life, you will need to maintain balance between the demands of work and the other activities in which you may be involved. If that balance becomes difficult, talk to your teachers before deadlines to find solutions to any potential conflicts.

You are expected to follow the guidance given by your teachers and to work as they advise. Over the year, you will find an increasing emphasis on taking responsibility for your learning which will always be reinforced and supported by your teachers.

We aim for a number of key expectations that will ensure personal success. You will have to work to meet your goals and achievement levels so use these expectations to guide you!

- **Attendance** -100% is the target.
- **Punctuality**- getting to school by 7.50am every day.
- **Punctuality** – lateness to classes shortens your learning time and can disrupt the learning of others.
- **Respecting yourself, your teachers and your classmates** by helping to create a productive learning environment in **every** class.
- **Bringing all necessary books and equipment** without needing to be reminded or having to borrow from others
- **Participating** fully in all activities.
- **Managing your time** effectively.
- **Acquiring new study skills** to improve your ability to learn.
- **Completing your homework and assignments** through your efforts alone and handing them in on time.
- **Looking for help and support** from your teachers outside class times.

Mobile Phones

Mobile Phones are not allowed to be used anywhere in school between arrival (7.40am) and departure (3.00pm) and should not be visible to staff or other students. They should be kept safely in bags. The only exception to this is when students are given permission by their subject teacher within class to use their phones to support a learning activity. Should a mobile be used outside of this guidance above they will be confiscated and returned to the student by the Head of Key Stage or Head of Secondary at the end of that school day. For persistent offenders, parents will be called to school to collect confiscated phones.

SCHOOL EQUIPMENT LIST

Students need to come to school with sufficient pens, pencils, and other general stationary (ruler, eraser, colored pens or pencils, highlighter, glue, etc) to be able to work

Some subjects may require specialized items, such as calculator, protractor or art supplies. You must find out from each subject teacher what equipment is required for their class and whether you will need notebooks or binders to hold all notes. Once you purchase all required items, make sure you come to school prepared daily.

UNIFORM and GENERAL APPEARANCE

You can purchase all uniform from the El Alsson uniform shop or online through our school website. Shop address: 60 Mossadak Street, Dokki (1st floor, first door on right)

Telephone Number: 33380457

Make sure that you ask for the correct uniform for the Senior School –there are photographs on display at the shop if you are unsure. **Please label all uniform including the PE kit!**

Below is a list of summer and winter items:

Summer

- Gold El Alsson T-shirt
- Gold El Alsson polo shirt
- Navy blue trousers/Smart shorts

Winter

- Gold El Alsson t-shirt or polo shirt
- Navy blue trousers
- Navy blue sweatshirt
- Hooded top or navy blue jacket

Notes:

- Long hair must be kept tied up at all times and veiled girls must wear a short navy blue or white veil.
- No jewellery, except a watch and (for girls) one pair of small stud earrings.
- You must not wear sandals or slip-on shoes.
- You must not wear denim, jean-style trousers or track pants as part of your everyday uniform.
- Your uniform must be clean and in good repair.
- Trousers that are worn below the waist and reveal underwear are not permitted.

The PE kit is:

- El Alsson navy PE shorts
- El Alsson grey PE T-shirt
- Navy blue track pants
- Training shoes with back. No slip-on shoes allowed.
- El Alsson sweatshirt (Winter only)

If for any reason you have to come to school out of uniform, you must always bring a note explaining why. Show this to your Tutor at registration. You will be sent to take an '**out of uniform**' pass from the British International School Office valid for that day only.

We expect you to be in the correct uniform the following day.

REMINDER!

- **No make-up**
- **No nail polish**
- **No dyed and/or braided hair**
- **Girls' hair MUST be tied back at all times.**
- **No caps or non-uniform clothing**
- **Boys must be clean shaven and keep their hair short – no shorter than a no2 on a clipper**
- **No stepped haircuts allowed**

DAILY ROUTINES

School starts at 7.50am when the bell rings for Assembly and ends at 3:00pm. You will have 8 periods with two breaks during the school day.

Assembly Registration	7.50 – 8.10
Session 1	8.10 – 8.55
Session 2	8.55 – 9.40
Break	9.40 – 10.00
Session 3	10.00 – 10.45
Session 4	10.45 – 11.30
Session 5	11.30 – 12.10
Break	12.10 – 12.50
Session 6	12.50 – 13.30
Session 7	13.30 – 14.15
Session 8	14.15 – 15.00

Before school:

You should aim to be at school by 7:40 am and use the time to organise your materials for the first two periods. On Monday, Tuesday, and Thursday, we have school assemblies, while on Sunday and Wednesday students will need to go straight to tutor.

Going home by bus:

At 3:00 pm please go directly to your bus. You need to inform the bus matron in the morning if you will not be getting the bus in the afternoon and you cannot change buses during the school year. Space can be limited on buses, so friends cannot travel home with you by bus. Buses leave at 3:15pm, so be on time!

On the buses the matrons are in charge and are responsible for your well-being. Their instructions need to be followed and they must be treated with respect. You are also expected to be respectful to any member of the school's staff who uses the bus with you, even if you do not know them. Please note, no food or drinks are allowed on school buses, and all litter must be put in the rubbish bins provided.

While we expect all students to abide by the rules of the buses and remain seated during the trip, any unacceptable behaviour will be referred to the Bus Controller and the Operations Manager and could lead you to be suspended from using the bus. Any damage caused will be your responsibility.

Going home by car:

If you go home by car, move to the car gate and wait for your car. We ask all students to leave as quickly as possible so staff supervising are also free to leave. Respect the rules of the Secondary School, including no ball games, and follow any instructions given by teachers on duty.

What to do if...

I arrive late

Please refer to the punctuality policy of this handbook.

I am absent from school

Your parents/guardians will need to ring the British Office to tell us why you are absent. If you are sick, your parents must send a note to the school when you return, to explain why you were away. Give this note to the British Office. If you are absent for more than 3 days, a doctor's note must be given to British Office. Absence for any other reason needs special permission from the British Office.

I am feeling ill in class

Tell your teacher who will give you permission to leave class to go to the nurse. You will have to make sure you obtain a nurse pass from your teacher.

I am feeling ill at break

Go to the British Office where you will be given permission to go to the nurse.

I lose something

Look for it first and check if your friends know where it might be. Come to the British Office at break-time where the matrons will try to help you. Having your name on things always makes it easier to find them.

I need to leave school early

Bring a note from your parents to explain when you need to leave and the reason for it. The note must be brought to the British Office first thing in the morning, so a pass can be signed for you to leave. **Without a note from home, you will not be able to leave.** For any regular known absences from school parents will need to write to and meet with the Head of KS4 to discuss the reasons for this and how any work will be covered. **It is our intention that all students attend school each day all day.**

I lose my textbook

See your class teacher. You will have to pay for a replacement and might not get one immediately.

I want to know my progress

Follow up with subject teachers directly or refer to your reports. Parents can ask for appointments with teachers through the British Office if required.

I am set homework

Before you do anything, make sure you understand what the homework asks you to do. If you are unclear on anything, make sure you speak to the teacher. If for any reason you cannot complete the homework, you must approach the subject teacher before the deadline otherwise homework sanctions will apply.

I have a question or concern about an assessment

Contact the teacher by email or follow up with the British Office if further clarification is required.

I will be absent for several days. How can I get work?

Contact the British Office and speak to the teachers beforehand to arrange for work to be given to you before you are absent or arrange for it to be sent home with a sibling, classmate or driver if it is not available on Show My Homework. It is your responsibility to catch up on all work you will have missed.

What is the school policy on uniform?

Please refer to the school uniform section in the handbook.

How will I know the due dates of my coursework?

It is your responsibility to find out and record all coursework and homework deadlines.

I don't understand something in class

Students should first attend support lessons with their teacher. If you continue to not understand, the student may speak to the Head of Department of the subject of difficulty. If the problem continues, the student and/or parent can contact the British Office to arrange a meeting.

I am experiencing problems with peers

Students should inform their Form Tutors and/or Key Stage Coordinator immediately. Parents should contact the British Office immediately.

As parents we wish to contact the school about my child's progress academically or pastorally

Your first point of contact with the school will always be your child's form tutor for none urgent matters and the British Office for anything that is urgent. Please understand that meetings can only arranged with 24 hours notice to allow teachers to look into any concerns or speak with colleagues away from their teaching responsibilities. Should your concern be subject related please feel free to contact the relevant subject teacher. Communication with the subject teacher or form tutor can be via the Student Planner. Should the concern need to be raised to the next levels in the school (Head of Key Stage 3 and then Head of Secondary, Head of Student Services or Head of Teaching and Learning). **We would appreciate it if parents could follow this route at all times for non urgent matters.**

CELEBRATION AND REWARDS

We recognise that our students thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who from time to time may be struggling and can inspire and motivate those who may be disenchanted. Staff are encouraged to reward students whenever possible:

- Formally or informally
- Publicly or discretely
- Regularly
- Consistently
- Sincerely

Rewards systems in our school should link into:

- Effort
- Attainment
- Behaviour
- Caring for others
- Participation
- Uniform compliance
- Positive attitude / enthusiasm
- Progress / improvement

A variety of methods of rewards exist at El Alsson School and these include:

- Verbal praise
- Housepoints
- Head of KS/ Head of School Commendations
- Letter of congratulation (in recognition for 100% attendance)
- Praise email (in recognition of good work/achievement)
- Subject prizes
- Acknowledgement through assembly
- Certificate/Awards
- Recognition on El Alsson Board of Honour
- Days out

Certificates of Achievement will be given at the end of each half term in celebration assemblies. These are in recognition of excellent work or outstanding effort in GCSE subjects.

The Achievement Boards will also pay recognition to outstanding achievement in the wider community, whether that be for students who have participated at external clubs, or have made outstanding contributions to the extra-curricular life of the school. Much of this information will come from Form Tutors.

At the end of the year students who have consistently achieved outstanding results will be invited on a day out in celebration

BEHAVIOUR MANAGEMENT – EXPECTED BEHAVIOURS AND INCIDENTS AND SANCTIONS

The below grid outlines the different categories of misbehaviour and sanction for each category. This is just a guide and it is expected for teachers to use their own professional judgment and the Classroom Behaviour Management Policy.

BEHAVIOUR	EXPECTED BEHAVIOUR	PHASE ONE Led by classroom teachers and form tutors	PHASE TWO Led by Head of KS then Head of School
TREATING OTHERS WITH RESPECT (BULLYING)	RESPECT FOR OTHERS, EMPATHY, COOPERATING AND WORKING WITH OTHERS, TAKING TIME TO CALM DOWN AND TO REPORT INCIDENTS OR TALK ABOUT TRIGGERS. DEMONSTRATING BEHAVIOUR THAT WILL NOT UPSET OTHERS.	ANNOYING ON PURPOSE, NAME CALLING, IGNORING WARNINGS TO STOP, DISRESPECT (INCL. GESTURES OR BODY LANGUAGE), LOW-LEVEL TEASING. THREATS OF PHYSICAL VIOLENCE OR POSTURING, REPEATED AGGRESSION FOLLOWING WARNINGS.	PHYSICAL OR OPENLY AGGRESSIVE BEHAVIOUR, THREATS, CYBER BULLYING, REPEATED TEASING, REMARKS THAT ARE RELATED TO: RACISM, SOCIO-ECONOMIC STATUS, GENDER, RELIGION, ABILITY, ETHNICITY, ETC. ANY PHYSICAL CONTACT OR INTIMIDATING BEHAVIOUR.
		LIKELY SANCTION: VERBAL WARNING DURING THE LESSON, DISCUSSION AT THE END OF THE LESSON, REFERRAL TO NEXT PHASE. INCIDENT LOGGED.	LIKELY SANCTION: MEETING WITH SLT, 30 MIN RECOMPENSE, A/S RECOMPENSE, ISOLATION, Fixed Term Exclusion, STUDENT SUPPORT PROGRAMME, PARENTAL COLLABORATION
CARING FOR THE SCHOOL ENVIRONMENT (DAMAGING PROPERTY INCL. THEFT)	RESPECT FOR THE PROPERTY AND BELONGINGS OF OURSELVES AND OTHERS. BEING IN AREAS OF THE SCHOOL THAT WE ARE ALLOWED IN ONLY. MOVING AROUND THE CAMPUS SHOWING RESPECT FOR IT AND OTHERS.	ACCIDENTAL OR LOW-LEVEL DAMAGE FROM A ONE-OFF INCIDENT. MISUSE OF ICT FACILITIES	REPEATED OFFENCES, DELIBERATE DAMAGING OR MISUSE OF SCHOOL PROPERTY OR THAT OF OTHERS. STEALING OR THEFT OF ITEMS. SERIOUS MISUSE OF ICT FACILITIES.
		LIKELY SANCTION: DISCUSSION WITH TEACHER, 15 MIN RECOMPENSE, REFERRAL TO NEXT PHASE. INCIDENT LOGGED.	

BEHAVING THE BEST THAT WE CAN (DANGEROUS CONDUCT)	RESPECTFUL BEHAVIOURS FOR THE SITUATION. RESPECTING THE HEALTH AND SAFETY OF OURSELVES AND OTHERS. WALKING BETWEEN LESSONS. LINING UP AT THE DOOR. WAITING TO BE DISMISSED. MOVING AROUND THE CAMPUS SHOWING RESPECT FOR IT AND OTHERS. BEING IN AREAS OF THE SCHOOL THAT WE ARE ALLOWED IN ONLY.	ROUGH PLAY, RUNNING IN CORRIDORS, IRRESPONSIBLE PHYSICAL ACTIVITY AT INAPPROPRIATE TIMES. PLAY FIGHTING AND FIGHTING. VIOLENCE TOWARDS ANOTHER STUDENT OR THREATS OF THIS.	REPEATED MINOR BEHAVIOURS, DELIBERATE ACTION THAT MAY LEAD TO A SITUATION BECOMING UNSAFE, CONSUMING ILLEGAL SUBSTANCES AT SCHOOL. SERIOUS VIOLENCE OR THREATS OF THIS.
		LIKELY SANCTION: DISCUSSION WITH TEACHER, 15 MIN RECOMPENSE, REFERRAL TO NEXT PHASE, INCIDENT LOGGED.	LIKELY SANCTION: MEETING WITH SLT, 30 MIN RECOMPENSE, A/S RECOMPENSE, ISOLATION, Fixed Term Exclusion, STUDENT SUPPORT PROGRAMME, PARENTAL COLLABORATION
BEHAVING IN A MATURE AND SENSIBLE MANNER (DISRUPTIVE BEHAVIOUR)	RESPECTING THOSE AROUND US. RESPECTING ALL ADULTS AND THOSE TRYING TO HELP US. UNDERSTANDING WHY BEHAVIOURS MAY BE UNSUITABLE. WALKING AWAY. CALMING DOWN. TALKING TO PEOPLE ABOUT OUR FEELINGS. FOLLOWING INSTRUCTIONS CLEARLY SO THAT WE ARE PART OF THE ALSSON COMMUNITY	LOW LEVEL DISRUPTIONS – TALKING, FORGETTING ITEMS FOR CLASS, NOT LISTENING TO INSTRUCTIONS, LATENESS, RUDENESS, TIME-WASTING, INAPPROPRIATE CONTACT. NO PLANNER. DEFIANCE OF ADULTS	PUBLIC DISPLAYS OF AFFECTION, INAPPROPRIATE ACTS, REPEATED LOW LEVEL BEHAVIOURS, REPEATED DELIBERATE ACTS THAT IMPACT ON LEARNING IN CLASSROOM. REPEATED DEFIANCE OF ADULTS
		LIKELY SANCTION: VERBAL WARNING DURING THE LESSON, DISCUSSION AT THE END OF THE LESSON, 15 MIN RECOMPENSE AT FIRST BREAK, INCIDENT LOGGED.	LIKELY SANCTION: MEETING WITH SLT, 30 MIN RECOMPENSE, A/S RECOMPENSE, ISOLATION, Fixed Term Exclusion, STUDENT SUPPORT PROGRAMME, PARENTAL COLLABORATION

<p>DRESSING SMARTLY AND COMMUNICATING EFFECTIVELY (UNIFORM AND PHONE VIOLATIONS)</p>	<p>USING ELECTRONIC DEVICES IN LESSONS ONLY WHEN ASKED TO BY THE TEACHER. NOT USING PHONES AROUND THE SCHOOL SITE. DRESSING IN AN APPROPRIATE MANNER AT ALL TIMES AROUND THE SCHOOL SITE AND IN THE WAY TO AND FROM SCHOOL.</p>	<p>WEARING INCORRECT UNIFORM, WEARING HATS, USING PHONES INAPPROPRIATELY</p>	<p>PERSISTENT WEARING OF INCORRECT UNIFORM, WEARING TRAINERS, WEARING HATS, USING PHONES INAPPROPRIATELY</p>
		<p>LIKELY SANCTION: VERBAL WARNING, DISCUSSION WITH TEACHER, CONFISCATION OF ITEM, REFERRAL TO NEXT PHASE, INCIDENT LOGGED.</p>	
<p>USING THE RIGHT LANGUAGE TO COMMUNICATE (SWEARING OR VERBAL INCIDENT)</p>	<p>RESPECT FOR OTHERS, OURSELVES. POSITIVE COMMUNICATION. SPEAKING IN ENGLISH. SPEAKING IN CALM AND KIND MANNER TO OTHER STUDENTS AND ADULTS. THINKING ABOUT THE LANGUAGE WE ARE USING IN THE SITUATION WE ARE IN. DEMONSTRATING WE HAVE A FULL AND DEVELOPED APPROPRIATE VOCABULARY</p>	<p>LOW LEVEL ONE-OFF SWEARING INCIDENT, ARGUMENTATIVE BEHAVIOUR IN A NONTHREATENING MANNER. DISRESPECTFUL BEHAVIOUR TOWARDS A MEMBER OF STAFF OR STUDENT PUBLICLY OR PRIVATELY.MAY ALSO BE DIGITAL IN NATURE.</p>	<p>AGGRESSIVE SWEARING AND VERBAL ARGUING. ARGUING IN AN INAPPROPRIATE MANNER OR PERSISTANT BACKCHAT. USING INAPPROPRIATE VOCABULARY. REPEATED PHASE ONE BEHAVIOUR. DISRESPECTFUL BEHAVIOUR TOWARDS A MEMBER OF STAFF OR STUDENT PUBLICLY OR PRIVATELY. MAY ALSO BE DIGITAL.</p>
		<p>LIKELY SANCTION: VERBAL WARNING DURING THE LESSON, DISCUSSION AT THE END OF THE LESSON. REFERRAL TO THE NEXT PHASE, INCIDENT LOGGED.</p>	<p>LIKELY SANCTION: MEETING WITH SLT, 30 MIN RECOMPENSE, A/S RECOMPENSE, ISOLATION, Fixed Term Exclusion, STUDENT SUPPORT PROGRAMME, PARENTAL COLLABORATION</p>

FURTHER GUIDANCE WHOLE SCHOOL – OFFENCES AND SANCTIONS

SITUATION/ INCIDENT	SCHOOL ACTION	PARENTAL INVOLVEMENT
UNIFORM and GENERAL APPEARANCE:	Form Tutors and other staff monitor this daily. An Out of Uniform pass (valid for one day) may be issued for occasional genuine problems with uniform if the student brings a note explaining the situation. The school will contact parents if there are continuing concerns over uniform or general appearance. Students who are regularly out of uniform, without a relevant reason will be issued with a detention by the teacher concerned.	You should ensure that your son/daughter is presentable and wearing the correct uniform. In the event of a genuine problem, a note of explanation should be provided. You should also advise the school if you have any difficulties in obtaining uniform items from the uniform shop.
TRUANCY:	The school will determine the most relevant sanction from those available: Detention/Attendance Report/suspension from school. Parents will be contacted.	This is a very serious matter and you will need to follow it up at home. Parents may be asked to attend a meeting at school with the Head of KS4.
EQUIPMENT:	Teachers will monitor this and may issue a 1 st offence with a Phase 1 sanction. Further offences and persistent offenders can be referred to the Head of Key Stage 4.	Lack of equipment disrupts the progress of lessons and is a fundamental issue of personal organisation. In the event of a concern being raised, follow up at home will be needed when the school contacts you.
FORBIDDEN ITEMS:	The following items will be confiscated if brought to school: <ul style="list-style-type: none"> •metal rulers •card games •electronic games or instruments •toy weapons •starting pistols •penknives and Swiss Army knives •laser pointers 	You will be informed by phone or asked to come to school to discuss the matter and to collect the confiscated items, if appropriate.

<p>MOBILE PHONES, IIPADS, LAPTOPS AND ELECTRONIC DEVICES:</p>	<p>Electronic devices may only be used in the classroom for academic purposes and only with the consent of the teacher. If these rules are not followed, the item will be confiscated.</p> <p>Students are encouraged to put all mobiles in the safe boxes provided to avoid any disruptions.</p> <p>Students are not allowed to use mobile phones anywhere in the building UNLESS GIVEN PERMISSION BY A TEACHER DURING A LEARNING ACTIVITY. If a student is caught using a phone, It will be confiscated and returned at the end of the day.</p>	<p>In the event of your phone being confiscated, students will need to arrange with their class teacher from where it can be collected. Those who offend persistently, parents will be notified and/or detention issued. Parents will be asked to come into school so that the phone can be returned to them.</p>
<p>PLAGARISM</p>	<p>If a piece of class work is deemed to have been copied, either from another student, or the internet then the student will be made to do that piece of work again. Recompense may be issued to complete the work. Final marks may be affected in this case.</p> <p>If it is deemed that coursework/exam has been plagiarised then it may result in the students' work being disqualified from being entered which may result in the student failing the course.</p>	<p>Where it has been deemed a student has plagiarised, parents will be contacted.</p> <p>If it involves coursework/ exam work then parents will be asked to come to school to discuss the matter.</p>

ATTENDANCE GUIDANCE

IF STUDENTS	CONSEQUENCES	ACTION TAKEN BY
Are absent one to two days	Email sent home on first morning asking for clarification from parents. AP CC's into email. Register updated.	British Office
Are absent three or more days	A Doctor's certificate or official medical certificate must be brought into school immediately upon return. Certificate to be given to Head of KS4 who will contact parents if no satisfactory certification is presented. Document to be kept in class file in British Office.	British Office HoKS4

SANCTIONS RESULTING FROM FAILURE TO MEET ATTENDANCE SCHOOL EXPECTATIONS

Any **occasional absence** should be dealt with in the following way:

1. Any unauthorised absence must be followed up with an email or phone call home – British Office to keep a log, which should be accessible by all staff.
2. If no response within 3 days, a follow up phone call or email by Head of Key Stage 4. British Office to update log
3. If still unable to get a response, refer to Head of Key Stage 4.

Persistent Absence will be dealt with in the following way by assistant principals:

1. Absence below 85% = LETTER 1 sent home. Tutor monitors attendance via attendance report card for 2 weeks. Comment left on 3sys
2. If no progress is made then LETTER 2 sent home. Meeting with student, parents, and AP. At the meeting an 'Action plan' is drawn up, with parents/students taking responsibility for reward or punishment to make it happen. Head of KS to contact parents after a further 2 weeks to discuss progress. Comment left on 3sys BY Head of KS4
3. No progress would lead to LETTER 3 sent home. Meeting with students, parents and school principal. Comment left on 3sys

PUNCTUALITY GUIDANCE

SANCTIONS RESULTING FROM FAILURE TO MEET PUNCTUALITY SCHOOL EXPECTATIONS

IF STUDENTS	CONSEQUENCES	ACTION TAKEN BY
Arrive during assembly	<p><u>If students arrive during assembly, they 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.</u></p> <p>Lateness will be monitored by the Head of Key Stage 4 and further action taken as necessary:</p> <p>3 lates – telephone call to parents</p> <p>5 lates – letter 1 sent to parents</p> <p>6th late – Meeting arranged with parents to address issues.</p> <p><u>If students arrive after assembly, they must sign in at security where they will be issued with a late card*.</u></p>	Duty staff to pass on list of names to Reception
Are late to lessons during the day	<p>1st occasion - verbal warning.</p> <p>2nd occasion – detention.</p> <p>3rd occasion – student is placed on Punctuality Report and letter sent home</p> <p>If no progress is made in addressing the lateness then the student is referred to the Head of KS4.</p>	<p>Subject Teacher</p> <p>Subject Teacher</p> <p>Form Teacher</p> <p>HoKS4</p>

***Students must bring their late cards to the British Office so that the register can be updated. They will then be given a late slip to take to class.**

- If no progress is made, then letter 2 sent home. Meeting with student, parents, and Head of KS4. At the meeting an 'Action plan' is drawn up, with parents/students taking responsibility for reward or punishment to make it happen. Head of KS4 will contact parents after a further 2 weeks to discuss progress. No further progress could lead to letter 3 being sent home and a meeting with the student, parents, Head of KS4 and Head of Secondary where needed.

LEARNING SUPPORT

The school recognises that children's needs may fall within or across four broad areas:

- Cognition and Learning
- Communication and Interaction
- Emotional, Behavioural and Social Development
- Sensory
- Physical

Usually, a pupil with a need for learning support will initially be identified by subject teachers, through their observations and assessments (both formative and summative). They may do this at any time during the academic year. Teachers are expected to allow the children two or three weeks to settle back into school and the English speaking environment, after the long summer holiday, before identifying those who may be a cause for concern. It is often the case that pupils will not be working at the same level they were at in June and we acknowledge this. Pupils with learning challenges may also be identified through the regular assessment of pupils in school (although it is recognised that many pupils do not necessarily perform their best or show their actual ability during test or exam conditions).

The Learning Support Teacher may run a general diagnostic assessment on any individual pupil in order to better identify their specific learning difficulties. Parental consent is not required, nor is it requested at this point, although parents will have been informed that the school has some concerns.

In the case of a child transferring to El Alsson from a different school, we will refer to all the information received from the previous educational establishment. We may also be provided with initial identification information by parents.

In order to support the transition between KS2 and KS3, those children receiving school support by the end of Year 6 will initially be screened within the first academic half term to assess their need for continued learning support into year 7.

Tier 1

Initially a child is simply identified as a possible cause for concern, usually by the subject class teachers, in particularly their English teacher. At this stage, the Learning Support Teacher will work with the English teacher and subject teachers in an advisory role. The member of the teaching staff will be directed to the Waves of Intervention document to ensure effective strategies, resources and motivation techniques are being employed to overcome and any potential barriers to learning (Inclusive quality first teaching for all).

Due in this stage the Learning Support Teacher will provide support within the English lesson to assess which strategies are effective for the student.

It is the Learning Support Teacher's responsibility to identify these strategies and ensure all the student's subject teachers are aware of these strategies and utilising them within the classroom. These strategies will be documented through emailing the relevant members of the teaching team.

Tier 2

If the child continues to experience difficulty, despite Tier 1 accommodations, there are a variety of procedures that may take place, known as Tier 2 Interventions.

- General Diagnostic Assessment carried out by the Learning Support Teacher (Level one assessment).
- A classroom observation may take place by the Learning Support Teacher if student is within KS3.
- Parents will be informed of the support their child is receiving (KS3 and 4).
- Consideration will be given to the child's Date of Birth to ensure they are in an appropriate year group to match their social development and academic abilities
- Specialist resources may be provided, and specific classroom accommodations maybe provided, such as the use of technology to assist in accessing their education.

At this stage each child is carefully monitored to see that appropriate progress is being made. The Student will be removed from their French lesson only if they are identified as having difficulties within Literacy skills and developed. This places the priority to be ensuring Students have the required Literacy levels to access the curriculum given to them in their second language.

Tier 3

Where possible we will try to meet every Student's needs within the classroom or within the supportive environment of small group withdrawal. However where we determine that a child is not making adequate progress (either academic, emotional or behaviour), we will review the strategies and approaches that are currently being used and the way these might be developed. This review may lead to the child requiring individual one: one sessions with the school's Occupational. This will be decided based on the following criteria:

- Student is not achieving expected academic levels
- Strategies and accommodations within Tier 1 and 2 have not been effective
- Student has a physical impairment such as hearing or visual impairment, or previously been diagnosed with a specific learning disability such as Dyslexia or ADHD, and a copy of this assessment has been provided to the Learning Support Teacher. When the School becomes aware of such circumstances the Student will be fast tracked for a tier 3 assessment where the need for and type of relevant interventions will be decided.
- Student has been observed within the classroom environment by the Learning Support Teacher and is suspected to have difficulties in the following areas impacting their ability to access their education:
 - Motor skills
 - Handwriting skills
 - Sensory processing skills
 - Attention and concentration
 - Moderating activity level
 - Responding to and following instructions
 - Organisational and study skills

HOME SCHOOL AGREEMENT 2018/19

El Alsson British International School will:

- Determine and administer school policies concerning behaviour, uniform, appearance, attendance, punctuality and other such matters.
- Monitor uniform and appearance, attendance and punctuality, informing parents of irregularities.
- Provide core texts, basic stationery and practical equipment.
- Indicate specific deadlines for homework, coursework, research, drafting and project-writing.
- Set homework tasks (posted online) which will be appropriate to the course and will be marked to enable students to assess their own progress.
- Give feedback to students on an individual basis concerning work in progress, to enable improvements to be made.
- Provide regular reports in each academic year for parents.
- Relay important information to parents and students through letters, telephone calls, SMS, use of the myalsson.org/British online site, Assemblies and any other appropriate means.
- Offer appointments to discuss progress and issues of concern additional to designated Parents' Days and offer support to students through regular contact with their Form Tutor and Pastoral Manager.

Students will:

- Attend school punctually on every school day, in the correct school uniform and behave appropriately.
- Show respect for myself, my fellow students, my teachers and other adults and follow instructions immediately whilst involved in all school activities.
- Bring all necessary equipment, including planner, texts and stationery to classes.
- Speak in English in all lessons which use English as the language of tuition and try to use English as often as possible in other situations.
- Keep track of the details of their homework, coursework, on-going tasks.
- Keep track of and meet all deadlines – interim and final – through use of www.myalsson.org
- Make use of feedback from teachers to improve their work.
- Evaluate their progress through review of their reports and interviews with the Form Tutor and/or Welfare and Achievement Manager.
- Relay important papers and information to parents when requested.
- Follow the guidance of bringing mobile phones to school.

Parents agree to:

- Ensure that their child attends school daily and that any absence relates only to genuine illness.
- Ensure that their child arrives at school on time, every day of the school year, looking neat and presentable in the correct school uniform.
- Purchase basic equipment as defined for the Key Stage, plus any specialist equipment defined by a particular subject, and ensure their child brings this to school.
- Monitor the myalsson.org/British online site in order to keep themselves informed concerning details of homework, coursework, deadlines and exam dates.
- Check their email inbox regularly for messages from teachers.
- Check that adequate time is being spent on all work being undertaken at home, including regular homework, coursework, research, drafting and project-writing.
- Read reports sent home and discuss these with their child. Also checking the school calendar at www.alsson.com for the due dates.
- Support the schools sanctions policy (above) by allowing their child to attend after school detentions.
- Support the school in resolving issues related to their child and bullying in school.

HOME SCHOOL AGREEMENT

I will: As a student of El Alsson British International School, demonstrate the highest of expectations throughout the school by;

- Listening carefully in order to follow instructions as soon as they are given.
- Respecting other people's point of view
- Speaking politely to everyone
- Keeping the school environment clean and tidy
- Helping make the classroom a place where all students can learn
- Attending regularly and being punctual and moving around the school in a calm and sensible manner
- Being prepared for lessons and ready to learn
- Doing my homework on time and to the best of my ability
- Keep my locker clean and tidy and free of graffiti.
- Adhere to the school dress, hair, makeup and jewellery policies
- Behaving in an appropriate and respectful manner at all times

Student signature:

Parent signature:

Form Tutor

YOU WILL BE PROVIDED WITH A HARDCOPY TO SIGN AND RETURN TO YOUR FORM TUTOR BY SUNDAY 16TH SEPTEMBER 2018