

Parent/Pupil Handbook



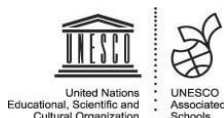
Kuwait National English School

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Accredited by:



Member of:



Revised August 2025

Dear Parents/Pupils,

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

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

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

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

Yours sincerely,

Mr. Meshari Al Gharabally,
General Director
Kuwait National English School

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

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Block 2 Moussa Bin Nusseir Street,
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Section 1: About our school

a. Introduction to our school

Kuwait National English School is a private, coeducational school and non-profit organisation.

The school offers a sound and child centered education from preschool, aged 18 months (Charlotte Preschool) to entrance to universities with GCSE / IGCSE (International General Certificate of Secondary Education), GCE and IAS, IAL, AS, A levels (Sixth Form College).

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

Kuwait National English School is recognised by the Ministry of Education in Kuwait, is a recognised center of examinations from the UK and is accredited by BSO (British Schools Overseas), BSME (British schools of Middle East) as well as by CIS (Council of International Schools) , NEASC (New England Association of Schools and Colleges) and COBIS (Council of British International Schools). KNES is also registered with the UK Department of Education with a DFE# 6041.

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

Our mission/school guiding statements are well embedded in all school activities, topic assemblies and celebration of important events throughout the academic year.

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

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

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

The school is currently using HUBmis for school portal, communication, reporting, attendance, regular newsletters, home links, timetables. We are using Microsoft Education and Teams with a wide range of educational support programs for online teaching and learning. Login details (Username, passwords) for the various programs will be given out upon admission to the school. Rewards for behaviour, participation and effort are given out to pupils through assemblies to which parents have access online.

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

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

School Guiding Statements

KNES Vision

Striving for Excellence, Quality Education with respect of Universal Values.

Small Enough to Care and Big Enough to Excel!

KNES Mission Statement

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

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

Condorcet 1743 – 1794

French Philosopher,

Politician and Mathematician

MISSION STATEMENT ENHANCED

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

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

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

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

Condorcet 1743 – 1794

French Philosopher,

Politician and Mathematician

c. School Philosophy

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

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

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

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

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

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

- To develop the respect of the **fundamental values such as truth, trust, integrity, justice, solidarity, respect for others and respect for their well-being.**
- To develop in each student verbal and written skills and to be digitally independent.
- Within the limits of the syllabus and the resources of the school, we try to develop the student's intellectual, physical and social abilities.
- To promote in each student a spirit of inquiry , analysis, and a sense of criticism in order that, within the conflicting ideologies of our modern world and the plethora of information, they succeed in making up their own personal opinion.,
- To try to give enthusiasm to students to study and to let them learn by themselves (to learn how to learn).
- To train students in experimental methods and in observation: to look for information (facts), to investigate and to explain.
- To develop reasoning skills to demonstrate and to provide evidence on what is stated.
- To make sure that body and mind are one, (a healthy mind works only with a healthy body).
- To make sure each student is aware of the fragility of our environment and practice responsible conservation.
- To instil in each student a sense of loyalty to his/her peers and to the school.

- To educate students in the importance of social contribution and to inculcate a strong sense of civicism to prepare them to be useful members of the Global Community.
- **In all activities, to encourage respect for the diversity of cultures within the school and the world in general, in a word to promote the spirit of tolerance and to promote the necessary spirit for co-operation in general, and for peace.**

Early Years

Mission Statement for the Young Learners

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

Mission Statement

for the Special Educational Needs Department

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

Understanding the Mission and Vision of the School

Parents can access and gain understanding of the Guiding Statements through the website, publication materials, questioning staff and through oral communication. Reference to the schools Mission and Vision statements are communicated at concerts, school interviews, reports which refer to the statements etc. Pupils will understand and share our mission through the activities, assemblies, field trips, celebration of events, PSHE lessons and curriculum matters and encourage them to practice civicism.

KNES Definition of Global Citizenship

Global citizenship means that each student has to understand that they are part of the same human family, admitting our difference and realizing that each one of them benefit from each other as well as being on one earth home. Being a global citizen means also learning how to protect it and save it for the future generations to come.

Each one has the right to be educated properly and to have access to a decent and safe environment.

Finally, global citizenship encompasses rights and responsibilities from each one to promote dialogue, cooperation for a culture of peace based on trust, justice, truth, and integrity solidarity, tolerance, compassion and empathy.

KNES Definition of Digital Citizenship

KNES defines digital citizenship as engaging our students in appropriate and responsible behaviour when using technology, encouraging them to make good choices and the correct use of digital tools, whilst encompassing digital literacy, online safety, ethics and respecting the rights and culture of others. In short, we encourage our students to engage safely, responsibly, positively, critically, and competently in the digital environment and to identify and select the right information from the web.

KNES Definition of High Quality of teaching and learning

This definition is based on our school philosophy which clearly states our mandate about quality of education.

By high quality of teaching and learning we aim to develop in each child from a young age curiosity, a spirit of enquiry and analysis, compassion and especially empathy to show resilience and to adapt themselves quickly to changes in order to be ready when they reach the age of adulthood to tackle all the issues they might face in the real world. In short it means engaging all students fully in their learning and most importantly teaching them to learn how to learn, inculcating universal moral values and treating each child as a unique individual.

d. Facilities

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

- All classrooms are equipped with interactive white boards and online facilities. The school uses Microsoft 365 Education and Microsoft Teams for delivery of online lessons and HUBMIS as the school portal and MIS.
- The extensive science centre with four separate laboratories for Chemistry, Biology, Physics and General Science with all the latest equipment in the Omar Science Laboratories in the Prince George wing.
- The ICT suite consists of three laboratories. Two in the Princess Charlotte wing and one in the Prince George wing.
- The school is entirely networked and there is access for pupils to e-mail and Internet for research and communication everywhere in the school.
- Access to audio video aids in Humanities/Language rooms and Sixth Form common room.
- The school offers also the best facilities for sports and games with a basketball, volleyball, tennis courts, a large sports hall/gymnasium and an Olympic style indoor swimming pool with cooling and heating system for the water.
- Specific rooms for Art, Music and Drama are available. A large room specific for Drama designed for students to perform is situated in the Princess Charlotte wing.
- Separate extensive Early Years Department adapted to the needs of the little ones with their own safe playground and secure garden area.
- Separate brand-new purpose-built classrooms for pupils with learning difficulties.
- Large, shaded playground purposely surfaced for sports and games.
- Al Farabi theatre fully equipped with sound, music system for school performances, graduation ceremony and other events.
- Three Speech therapy rooms.
- Physiotherapy room.
- Occupational Therapists rooms with sensory equipment
- Large library with informal corner for the little ones for reading and a corner for computers for research. Periodicals and newspapers are also on display as well as the new books received. All books are classified using the Dewey Decimal Classification (DDC) scheme, Edition 22. Students can borrow

books on a regular basis and they also have access to e-books through Reading Cloud where they get logins and passwords upon admission and registration to the school.

Students during break time have access to a large playground with appropriate play equipment. EYFS children have their own safe playground with specific equipment for their age.

Students also during break time have access to the **cafeteria** with an attractive, safe, and clean environment.

Section 2. General Information

2.1 Payment Structure

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

January 15th – A deposit of 100 KD to hold students place for the next academic year

Purchase of books, uniforms and enrolment in bussing are done separately.

Note that in case of enrolment for bussing, a clear map and complete information of address and contact should be provided immediately to avoid issues and for the bus driver to practice the route.

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

August 31st - 1st installment of **40%** less deposit (note: students may not enter classes before 1st installment is made)

December 31st – 2nd installment **30%**

March 31st – 3rd Installment **30%**

For EYFS (KG & Reception): Tuition fees are to be made in two installments.

- First payment is due on the 1st of September.
- Second Payment is due by the 31st of December.

Registration/ Re-Registration starts from 1 December and a deposit is required at this time which will be deducted from the annual school fees. It is understood that parents need to follow this procedure to reserve a seat for their child and to help the SLT to prepare correctly for the next academic year in terms of resources, equipment, and staffing. Registration and re-registration for the next academic year should be completed by 15 March.

Please note that non-adherence of the payment structure may result in not sending Term reports and persistence in late payments may result in non-acceptance of the child for the next academic year.

Please note that parents should give one terms notice when leaving the school. No files will be released unless full tuitions are paid, and any school property returned.

It is very important that in terms of changing telephone numbers, emails, location of job, address, parents should immediately inform the administration in case the school needs to contact you for matters relevant to your child/ren.

2.2 Documentation required

a. Documentation for Admission to the School:

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

- Two passport sized photographs
- Copy of the Birth Certificate
- Copy of the child's passport

- Copy of the most recent school report (Year 2 to Year 13)
- *Copy of the most recent medical report on the child (SEN pupils)*
- Transfer letter from the previous school
- Copy of the child's Civil ID
- Copy of the parents' Civil ID
- Copy of father's national certificate (Kuwaiti only)
- Copy of the parents' passport details
- Medical File
- Clearance of payment from previous school
- From Year 1 onwards school reports from the previous school is required (at least 3 years before for admission from Year 2).
- Regarding SEN admissions: diagnosis certificate, education decision from Public Authority of the Disabled, Official Instruction letter for registration from Public Authority of the Disabled, School agreement

b. Entrance Tests

- From Year 2 onwards, pupils sit an entrance test in Maths and English
- EYFS, Year 1 and SEN have no formal entrance test but a meeting with the parents, child and member of the SLT to see if the child will be able to cope with the school environment and for the SEN department, to see if the child fits the criteria of our school (which are not above 16 years old and not with severe physical handicap or severe emotional problems).
- Students should have at least 50% and above in the Maths and English test. Special consideration is given to previous reports with regard to comments on attitude and behaviour in school.
- When it is only pupil interviews with pupil and parents, behaviour and attitude of the pupil during interview is taken into consideration.

c. Medical Information

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

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

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

2.3 Basic equipment for pupils

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

Primary:

- HB Pencils (3 or 4)
- Colouring Pencils (not felt tipped pens)
- A good quality eraser
- Pencil sharpener

- Shatterproof ruler – 30cm
- Laptop (Yer 4 to Year 6)
- Math Set (Year 6)
- Tissue (Kleenex)
- A container for the above (with the exception of the ruler)
- A pair of round nosed scissors
- Glue-stick
- Years 4, 5, and 6 pupils will also need a basic calculator, compass, and protractor
- Writing pens - blue (Year 6)
- Exercise books are available from the school shop and pupils should use only these exercise books.

Secondary:

- Writing pens
- Laptop
- Pocket Tissue (Kleenex)
- Math Set
- HB pencils
- Colouring Pencils (not felt tipped pens)
- A good quality rubbers
- 30 cm metal ruler
- Pencil sharpener
- Glue stick
- Scissors
- Non- Programmable electronic scientific calculator (e.g. CASIO fx-82MS 2nd edition- Only these types are allowed for exams), particularly from Year 10 to 13.
- Exercise books are available from the school shop and pupils should use only these exercise books.

2.4 School uniform

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

School Uniform List

Please note that the school uniforms are made with the School Colours.

KNES STUDENTS-SUMMER UNIFORMS	KNES STUDENTS - WINTER UNIFORMS
GIRLS-PRE-KG-RECP-	GIRLS-PRE-KG-RECP-
Blue Tie Design Flower	Blue Tie Design Flower
White Blouse s/s Design Flower Print with KNES Logo	White Shirt s/s Design Flower Print Long sleeve
Checkered Pinafore Black cotton lining with KNES Logo	Blue checkered Skirt
Checkered Skirt with KNES Logo	Blue Jumpers with stripes L/s Long sleeve with KNES Logo
P.E Shirt mesh fabric no collar, Gold shoulder with KNES Logo	Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
PE-short mesh with KNES Logo	Blue Jacket with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo	Blue Tracksuit size panel Design Flower KNES Logo
PE-short cotton with KNES Logo	Black Leather shoes and white socks (no colour)
Black Leather shoes and white socks (no colour)	Sport white Shoes / no color
Sport white Shoes / no color	

KNES STUDENTS - SUMMER UNIFORMS**BOYS -PRE-KG-RECP-**

Blue Tie Design Flower
Blue Shirt Design Flower Print Short Sleeve with KNES Logo
Checkered Waistcoat with KNES Logo
Blue Short Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - WINTER UNIFORMS**BOYS- PRE-KG-RECP-**

Blue Tie Design Flower
Blue Shirt Design Flower Print Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s Long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**GIRLS - PRIMARY- 1-2**

Primary Blue Tie Stripe, Design Flower
Gold Shirt Stripe, Short Sleeve with Royal Flower with KNES Logo
Blue Culottes Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Blue Swimming Cap with 2 side Print with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**GIRLS - PRIMARY-1-2**

Primary Blue Tie Stripe, Design Flower
Gold Shirt Stripe, Long Sleeve Design Blue Flower with KNES Logo
Blue Checkered Skirt
Blue Jumpers with stripes L/s Long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**BOYS - PRIMARY- 1 & 2**

Primary Blue Tie Stripe, Design Flower
Gold Shirt Stripe, Short Sleeve with Royal Flower with KNES Logo
Blue Short Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Blue Swimming Cap with 2 side Print with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**BOYS - PRIMARY-1 & 2**

Primary Blue Tie Stripe, Design Flower
White Shirt Design Blue Flower Print Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**PRIMARY GIRLS GRADE 3 & 4**

Blue Swimming Cap with 2 side Print with KNES Logo
Primary Blue Tie Stripe, Design Flower
White Shirt Design Blue Flower Print Short Sleeve with KNES Logo
Blue Culottes Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**PRIMARY GIRLS -GRADE 3 & 4**

Primary Blue Tie Stripe, Design Flower
White Shirt Design Blue Flower Print Long Sleeve with KNES Logo
Blue Checkered Skirt
Blue Jumpers with stripes L/s long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - SUMMER UNIFORMS**KNES STUDENTS - SUMMER UNIFORMS**

BOYS -PRIMARY - GRADE 3 & 4
Blue Swimming Cap with 2 side Print with KNES Logo
Primary Blue Tie Stripe, Design Flower
White Shirt Design Blue Flower Print Short Sleeve with KNES Logo
Blue Short Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

BOYS -PRIMARY -GRADE 3 & 4
Primary Blue Tie Stripe, Design Flower
White Shirt Design Blue Flower Print Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
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KNES STUDENTS - SUMMER UNIFORMS
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Blue Tie Stripe, Design Flower
Blue Shirt Stripe Design Flower Short Sleeve with KNES Logo
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Blue Shirt Stripe Design Flower Short Sleeve with KNES Logo
Blue Short Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks (no colour)

KNES STUDENTS - WINTER UNIFORMS
BOYS PRIMARY GRADE 5 & 6
Blue Tie Stripe, Design Flower
Blue Shirt Stripe Design Flower Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

KNES STUDENTS - SUMMER UNIFORMS
BOYS SECONDARY - GRADE 7-8-9
Blue Swimming Cap with 2 side Print with KNES Logo
Blue Tie Stripe, Design Flower
Gold Shirt Stripe Design Flower Short Sleeve with KNES Logo
Blue Short Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

KNES STUDENTS - WINTER UNIFORMS
BOYS SECONDARY -GRADE 7-8-9
Blue Tie Stripe, Design Flower
Gold Shirt Stripe Design Flower Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

KNES STUDENTS - SUMMER UNIFORMS
GIRLS-SECONDARY - GRADE 7-8-9

KNES STUDENTS - WINTER UNIFORMS
GIRLS - SECONDARY -GRADE 7-8-9

Blue Swimming Cap with 2 side Print with KNES Logo
Blue Tie Stripe, Design Flower
Gold Shirt Stripe Design Flower Short Sleeve with KNES Logo
Blue Culottes Design Flower with KNES Logo
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo
PE-short mesh with KNES Logo
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo
PE-short cotton with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

Blue Tie Stripe, Design Flower
Gold Shirt Stripe Design Flower Long Sleeve with KNES Logo
Blue Checkered Skirt
Blue Jumpers with stripes L/s Long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

KNES STUDENTS - SUMMER UNIFORMS	
BOYS SECONDARY - GRADE 10-11	
Blue Swimming Cap with 2 side Print with KNES Logo	
Blue Tie Stripe, Design Flower	
Gold Shirt Stripe Design Flower Short Sleeve with KNES Logo	
Blue Short Design Flower with KNES Logo	
P.E T-Shirt mesh fabric no collar, Gold shoulder with KNES Logo	
PE-short mesh with KNES Logo	
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo	
PE-short cotton with KNES Logo	
Black Leather shoes and white socks (no colour)	
Sport plain white Shoes and white socks	

KNES STUDENTS - WINTER UNIFORMS
BOYS SECONDARY -GRADE 10-11
Blue Tie Stripe, Design Flower
Gold Shirt Stripe Design Flower Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Jumpers with stripes L/s Long sleeve with KNES Logo
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo
Blue Tracksuit size panel Design Flower KNES Logo
Blue Jacket with KNES Logo
Black Leather shoes and white socks (no colour)
Sport plain white Shoes and white socks

KNES STUDENTS - SUMMER UNIFORMS	
GIRLS-SECONDARY - GRADE 10-11	
Blue Swimming Cap with 2 side Print with KNES Logo	
Blue Tie Stripe, Design Flower	
Blue Shirt Stripe Design Flower Short Sleeve with KNES Logo	
Blue Culottes Design Flower with KNES Logo	
P.E T-Shirt mesh fabric no collar, gold shoulder with KNES Logo	
PE-short mesh with KNES Logo	
P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo	
PE-short cotton with KNES Logo	
Black Leather shoes and white socks (no colour)	
Sport plain white Shoes and white socks	

KNES STUDENTS - WINTER UNIFORMS	
GIRLS - SECONDARY -GRADE 10-11	
Blue Tie Stripe, Design Flower	
Blue Shirt Stripe Design Flower Long Sleeve with KNES Logo	
Blue Checkered Skirt	
Blue Jumpers with stripes L/s long sleeve with KNES Logo	
Blue Jumpers with stripes S/S, Short sleeve with KNES Logo	
Blue Tracksuit size panel Design Flower KNES Logo	
Blue Jacket with KNES Logo	
Black Leather shoes and white socks (no colour)	
Sport plain white Shoes and white socks	

KNES STUDENTS - SUMMER UNIFORMS	
GIRLS-SECONDARY - GRADE 12-13	
Secondary Tie All Over Flowers	
Gold Shirt Stripe Design Flower Short Sleeve with KNES Logo	
Blue Culottes Design Flower with KNES Logo	
Blue Coat with KNES Logo	
Black Leather shoes and white socks (no colour)	

KNES STUDENTS - WINTER UNIFORMS	
GIRLS - SECONDARY -GRADE 12-13	
Secondary Tie All Over Flowers	
Gold Shirt Stripe Design Flower Long Sleeve with KNES Logo	
Blue Checkered Skirt	
Blue Coat with KNES Logo	
Black Leather shoes and white socks (no colour)	

BOYS -SECONDARY - GRADE 12-13
Secondary Tie All Over Flowers
Gold Shirt Stripe Design Flower Short Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Coat with KNES Logo
Black Leather shoes and white socks (no colour)

BOYS - SECONDARY -GRADE 12-13
Secondary Tie All Over Flowers
Gold Shirt Stripe Design Flower Long Sleeve with KNES Logo
Blue Trousers Gold side Panel Design Flower with KNES Logo
Blue Coat with KNES Logo
Black Leather shoes and white socks (no colour)

KNES Students Summer Uniform SEN	KNES Students – Winter Uniform SEN
Blue Tie Stripe, Design Flower Gold Shirt Stripe, Short Sleeve with Royal Flowers with KNES Logo Blue Shirt Stripe Short Sleeve Royal Flowers Flower with KNES Logo Blue Shorts Design with Flower & KNES Logo P.E T-Shirt mesh fabric no collar, gold shoulder with KNES Logo PE-short mesh with KNES Logo P.E T-Shirt cotton fabric collar, gold shoulder with KNES Logo PE-short cotton with KNES Logo Blue Swimming Cap with 2 side Print with KNES Logo Black Leather shoes and white socks (no colour) Sport plain white Shoes and white socks (no colour)	Blue Tie Stripe, Design Flower Gold Shirt Stripe, long Sleeve Royal Flowers with KNES Logo Blue Shirt Stripe long Sleeve Royal Flowers with KNES logo Blue Jumper with stripes L/s long sleeve with KNES Logo Blue Tracksuit side panel Design Flower KNES Logo Blue Jacket with KNES Logo. Black Leather shoes and white socks (no colour) Sport plain white Shoes and white socks.

- Please note female students who wear hijab (head scarf) are allowed to wear trousers all the times with a long-sleeved shirt.
- The Uniform shop is open from 7:15 am to 2:45 pm Sunday to Thursday
- 8.30am-1.30pm on Saturday, EXCEPT FRIDAY

Dates:

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

2.5 Organisation of the school day

• 7:00 am	Doors open
• 7:15 am	Registration begins- all students should be in school by this time
• 7:20 am	Doors close
• 7:30 am	Classes begin
• 1:15 pm	Classes end for Early Years and SEN
• 2:00 pm	Classes end for Key Stage 1
• 2:00 pm	Classes end for Key Stage 2
• 2.00pm	Classes end for Secondary
• 2:20 – 3.20 pm	Daily After School Enrichment Activities

Entrance and exit of the school:

School doors open at 7 am and close at 4pm, SEN and EYFS Department close at 1:20 pm, Primary and Secondary will 2:20 pm.

- **KG students** will enter and exit from **Gate 1**
- **Reception Students** will enter from **Gate 1**
- **KS1 (Year 1 and 2)** will enter and exit from **Gate 3**
- **KS2 (Year 3-6)** will enter and exit from **Gate 6**
- **Secondary Students** will enter and exit from **Gate 7**
- **SEN students** will enter and exit from **Gate 6**
- **Bus pupils** will enter and exit from **Gate 5**

Respect of these regulations in order to avoid congestion is expected by all parents.

- **Please note that all children are required to be at their respective Gates at the appropriate times. If parents are going to be late for pickup they need to advise the school Receptionist by phone. Any child remaining after the Gate closes will be escorted by a member of staff to Gate 1 (Reception Area) to wait for parents.**

Special Need Department

SEN Timings		
Registration	07:00 - 07:30	30 min
Lesson 1	07:30 - 08:00	30 min
Lesson 2	08:00 - 08:30	30 min
Lesson 3	08:30 - 09:00	30 min
Break	09:00 - 09:30	30 min
Lesson 4	09:30 - 10:00	30 min
Lesson 5	10:00 - 10:30	30 min
Lesson 6	10:30 - 11:00	30 min
Break	11:00 - 11:30	30 min
Lesson 7	11:30 - 12:00	30 min
Lesson 8	12:00 - 12:35	35 min
Lesson 9	12:35 - 01:10	35 min
Dismissal Preparation time	1:10-1:15	5 min

Early Years (Foundation Stage 1(KG) and Foundation Stage 2(Reception)

(Lunch / Playtime / Snacks)

EYFS-KG Timings		
Registration	7:15-7:30	15 min
Lesson 1	7:30-8:00	30
Lesson 2	8:00-8:30	30
Lesson 3	8:30-9:00	30
Lunch/Playtime	9:00-10:00	60
Lesson 4	10:00-10:30	30
Lesson 5	10:30-11:00	30
Lesson 6	11:00-12:00	60
Snack	12:00-12:25	25
Lesson 7	12:25-1:05	40
Dismissal Preparation time	1:05-1:15	10
Aftercare	1:15-2:00	45
Aftercare	2:00-3:00	60

EYFS-Reception Timings		
Registration	7:15-7:30	15 min
Lesson 1	7:30-8:10	40
Lesson 2	8:10-8:40	30
Lesson 3	8:40-9:30	50
Lesson 4	9:30-10:00	30
Play/Lunch	10:00-10:55	55
Lesson 5	10:55-11:40	45
Play/Snack	11:40-11:55	15
Lesson 6	11:55-12:35	40
Lesson 7	12:35-1:10	35
Dismissal Preparation time	1:10-1:15	5
Aftercare	1:15-2:00	45
Aftercare	2:00-3:00	60

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

Transition between Foundation 2 Stage (Reception) and Primary (Year 1)

In order to ensure smooth transition teachers of FS2 and Year 1 meet at the end of the year and exchange information to know if the learning goals have been met to know the pupils who will come into their classes and to help with preparation for Year 1.

Primary Department: Key Stage One and Key Stage Two (Year 1 to Year 6)
Key Stage One (Year 1 and Year 2)

KS1 Timings		
Registration	7:15-7:30	15 min
Lesson 1	7:30-8:15	45
Lesson 2	8:15- 9:00	45
Break 1	9:00-9:30	30
Lesson 3	9:30-10:15	45
Lesson 4	10:15-11:05	50
Lesson 5	11:05- 11:50	50
Break 2	11:50-12:10	20
Lesson 6	12:10-01:05	55
Lesson 7	01:05- 2:00	55
Clubs / Activities	2:20-3:20	60

Key Stage Two (Year 3-Year 6)

KS2 Timings		
Registration	7:15-7:30	15 min
Lesson 1	7:30-8:15	45
Lesson 2	8:15- 8:55	40
Lesson 3	8:55-9:35	40
Lesson 4	09:35-10:15	40
Break	10:15-10:45	30
Lesson 5	10:45- 11:25	40
Lesson 6	11:25-12:05	40
Lesson 7	12:05- 12:45	40
Break	12:45-01:05	20
Lesson 8	1:05-2:00	55
Clubs / Activities	2:20-3:20	60

Assemblies for Primary students are held on a regular basis.

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

Transition between Primary and Secondary

To ensure smooth transition between primary and secondary, students in Year 6 students have a transition week where students are taught by secondary teachers to give students a feel of what it will be like in Year 7.

Secondary School (Year 7 – Year 11)

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

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

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

Secondary Timings		
Registration	7:15-7:30	15 min
Lesson 1	7:30-8:15	45
Lesson 2	8:15- 9:00	45
Lesson 3	9:00-9:45	45
Break	09:45-10:10	25
Lesson 4	10:10-10:55	45
Lesson 5	10:55-11:35	40
Lesson 6	11:35-12:15	40
Break	12:15-12:40	25
Lesson 7	12:40- 1:20	40
Lesson 8	1:20-2:00	40
Clubs / Activites	2:20-3:20	60

Assemblies for Secondary students are held on a regular basis.

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

2.6 Option for IGCSE Students and Year 12/13 (KS4: Year 10 and 11 and KS5: Year 12 and 13 students)

- During Year 9 in November, parents and pupils are called in and the Option Booklet is given to them to choose their options and to start preparation for their IGCSE.
- KS4, from Year 10, it is compulsory for all students to attend Maths, English First Language (Year 10) and English Second Language Optional for Year 11, PE, Arabic First or Second language, Islamic and Quran for Muslim students. Students must choose subjects from the following table:

Mathematics	French	Enterprise	Computer Science
English	Economics	Geography	Islamyat
World Literature	Biology	Physics	Marine Science
Sociology	Arabic	Art and Design	Environmental Management
Physical Education	Chemistry	History	Global perspective
Islamic	Quran	Spanish	

Please note that students can enter any IGCSE Foreign Language from their mother tongue besides Arabic and French (IGCSE English being compulsory of course)

- KS5, from Year 12 (6th Form), students can pursue their studies for IAL, IAS in the subject of their choice, English, Maths and any subject from the Options row
- Similarly, to the other transition stages there is also an option evening for students at the end of Key Stage 4 and parents to meet the teachers and counsellor for the next stage of their education (Sixth Form) to choose their option and to check requirements for entrance to university.

2.7 After School Activities/Enrichment Program

- In KG and Reception, the school offers from 1:10pm to 3:00pm aftercare care programs to engage pupils in various activities adapted to their age.
- From Year 1 to Year 6, the school offers from 2:20pm to 3:20pm after school enrichment programs mainly in Reading and Phonics, Maths, English Writing, Reading.
- From Year 7 onwards, the school offers from 2:20pm to 3:20pm an enrichment program to support pupils in all areas of the curriculum.
- There are also Sport Activities and Team Practice (Inter school competition, KFSAC and ISAK) as well as School Choir Practice.

2.8 Assemblies

Assemblies are part of the normal British System of Education and are important in school life. Pupils are gathered per department or key stage in the school theatre on a regular basis. These assemblies are held by the Director, Head of Subject/Coordinator/Director, or an assigned class/subject teacher. Pupils are playing a lead role in presenting the topics of the assemblies which is related to the current topics covered in class as well as special events or celebrations. During these assemblies' pupils must conduct themselves appropriately and in and out from the theatre in a calm and orderly manner

2.9 In case of absences of a pupil due to illness and administration of medicines

- It is the parent's responsibility to contact the school if their child is absent due to illness. The parent should provide a reason and a Medical note upon return. If a child is absent for 3 days due to illness, a Doctor's note must be provide stating the child is "non-infectious and is able to return to school. The School Social Worker will attempt to contact parents regarding any child who is absent from school.
- In a case of a child being absent for 2 consecutive days, the school Social Worker will contact the parent/ carer to ascertain why the child is absent. The Social Worker will provide both the school nurse and Head of Subject/Coordinator/Director the reasons why the child is absent. If the student is absent due to an infectious disease, the school nurse will check all students from that class repeatedly over the next 3 days or 3 days after the last infectious child has been diagnosed.
- It may be necessary from time to time for the school nurse to administer medicines. The parent / carer must fill out a "Medication Consent" which may be provided by the school Receptionist. The School nurse should also be contacted to speak with the parent/carers as to the details of the medication provided. The administration of medication is for exceptional cases only, the designated school nurse is the only staff member approved to administer the medication.

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

2.10 Parent Teacher Conferences

Parents can always take appointments to meet the subject/class teachers of their children or the Head of Subject/Coordinator throughout the year.

Upon receipt of the Term Reports, parents will make appointments on specific dates given on the school calendar with the teachers to discuss progress and other matters relevant to the education of their children, officially parent teacher conference meeting are held once a term (3 time a year).

We also expect all parents to attend the Option nights for their child when they reach KS4 or KS5.

2.11 Career Guidance

In Secondary students have access to a specific program called Unifrog which is designed to help students for their profile, their career choice, universities all around the world including Kuwait and their requirements. This program is also designed to help students to prepare their applications for the university of their choice. The guidance counselor will help them through the process.

Section 3: E-Learning

a. Guidelines

The school is currently using **Microsoft Education**, **Microsoft Teams** for teaching and learning and **HUBmis** for student management information system. Upon registration parents will receive their child/ren username and password to access Microsoft Education and Teams as well as access to the various added programs to support teaching and learning. The focus areas will be to ensure student engagement, safeguarding and blended learning.

A. *Children uploading work:*

- Children may choose to complete and submit daily activities and work given by teachers or alternatively submit the next day
- Children should follow the teacher's direction on the date homework is to be submitted.
- KNES will provide variety of media for children to complete their work.
- Children can use **Microsoft Teams Class Notebook** for written work when teachers request evidence of their work. They can also film themselves or photograph, record their reading and send by email if necessary or on Class Notebook on Teams.
- Written work in Arabic and Islam/Quran should follow same procedures.
- Parents of children from year 3 can guide their kids to do their work by themselves.
- Work can be either photographed or scanned and emailed or uploaded to the class teacher.
- Evidence submitted to teachers
- Please note that videos or photograph must be of limited size.

B. **Marking student work and providing feedback**

- Teachers will provide graded homework within 48 hours of its submission.
- Work will be graded as normal, and feedback will be provided.
- Work will be corrected and marked with one of the following criteria with feedback from teacher. The criteria used will be Outstanding, Very good, Good or Need more efforts.
- For years FS1-Year 2 children work submitted through **Teams Notebook** and marked by the teacher each day.
- Other messages that will be provided throughout the week is related to projects or topics of the assigned curriculum. Those messages will either be written feedback or voice notes provided by the teachers. We will use **Microsoft Teams and Microsoft Education** for all communication either through chats or the students' email.
- Each child will receive at least one message of feedback from Arabic and Islamic teachers
- Parents can continue to communicate through emails for any inquiries.

C. **Attendance**

- To gain the advantage of the E-Learning Programmes we urge our students to have a regular and daily attendance with the support of the parents. This will help increase children efficiency to complete the term.
- **Microsoft Education and Teams** are being utilized for online learning and Attendance is taken through Teams showing times pupils enter and leave the classes.
- Students are required to attend classes in their School Uniform and have a separate workspace available to help them engage in school online lessons.
- Activities in EYFS and KS 1 will require support from parents to access and complete

EYFS Section

- Children will have lessons mainly in Numeracy, Communication, Phonics, Writing, Reading, PSHE, Science, Music and Art & Arabic
- Children will need support from a parent or adult to access the online teaching and learning.

Primary Section

- Children will have one English lesson daily.
- Children will have one Math lesson daily.
- Children will have a daily Arabic lesson. Islamic studies and Quran will be conducted twice a week for Muslim students.
- Children will have three to four lessons per week for History, Geography, Social Studies, and sciences subjects. Each week children will receive a project or a topic to focus on with appropriate link and videos to support students to complete their work to be sent to their teachers. Teachers are available to support and guide during E-Learning.
- Music and Physical Education teachers will produce weekly activities to be done inside the houses with resources that can be found at home. PE work does not need to be uploaded but if a child wants to send video it can be uploaded in our social page to recognize children's efforts. With Music, children will receive music theory work to be sent back on weekly basis. This could be singing recorded through videos or voice messages.
- Children will also receive one lesson per week on Computing, one lesson of French and one lesson of Spanish per week from year 3 onwards.
- Teachers may choose to engage pupils in some other activities for fun or for pastoral focus and for reading and story time.

Secondary Section (including IGCSE/AS Levels/A-Levels)

KS3

- Children will have a daily lesson for English and Math like Primary students in KS3 and KS 4
- Explanation and further guidance will be provided by the teachers to students who may need if there is a misunderstanding in the concept or assigned task.
- Science lessons will be forth times a week in KS 3
- History and Geography lessons will be twice a week in KS3.
- French and Spanish language lessons will be offered twice a week in KS3
- Arabic language lessons will be offered up to four times a week, and Islamic studies and Quran will be conducted up to twice a week for Muslim students.
- Children will receive twice a week and Computer Science lesson in KS3

KS4 and KS5

- For the students In KS4 and KS5 lessons and activities for the optional subjects chosen will be required in addition to the compulsory subjects. Three to Four lessons per week will be lectured in the options chosen.
- English and Maths one lesson daily.

Note: Pupils will have access to a variety of programs beyond Microsoft Education. These programs will be chosen based on the learning needs of the students. It is hoped that the additional programs used online will help students engage more fully in online learning.

Weekly home links will be placed on the school portal on HUBmis as well as newsletters when necessary.

b. E-Learning Policy regarding absence of pupils

1. In case a student has missed one lesson the teacher will email the student through Teams to find out the reason.

2. In case of missing two lessons, the teacher will email the parents to get an explanation and find a solution.
3. In case of continuous absence, the social worker will contact parents and will invite them to meet one member of the SLT to find a solution. The meeting will be supportive to best help the student.
4. If the student still does not show any compliance, the student will get a zero in the subject in his/her report, which means he/she would have failed in this subject.

Section 4: Teaching and Learning

The main focus areas are to ensure student engagement, safeguarding and blended learning to ensure success.

a. Curriculum

Throughout all the school, fully qualified teaching staff delivers the up to-date curriculum which follows the National Curriculum for England and Wales, and updated when necessary.

The curriculum is delivered throughout the whole of the school in small classes and the student teacher ratio is good.

In Primary, pupils from Year 1 to 6 are streamed according to ability in some lessons of Maths and English to focus on certain areas.

In Secondary, from Yr. 10, pupils are set according to their ability in order to target their specific needs in Maths and English.

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

➤ Early Years School

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

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

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

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

➤ **Primary:**

The Primary School endeavours to follow the Creative Curriculum established in Early Years when planning and delivering lessons and with continuation of the Learning Goals in KS1 which begins in Early Years.

Key Stage 1

Year 1

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

Year 2

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

Key Stage 2

Year 3

- Literacy (English Language consolidation of the previous acquisition and extension); Reading, spelling, writing, hand writing, drama, creative writing and poetry.

- Numeracy (Mathematics), number and place value, addition, subtraction, multiplication and division (the four operations), fractions, measurement and geometry (shapes), mental math, problem solving and statistics.
- Topic – Science History, Geography depending on the focus on the term (the list of topics is available from the Academic Director).
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Computing with specialist teachers
- Library/reading;
- Swimming and PE; (with specialist teachers); separate lessons for boys and girls taught by teacher(s) from the same gender;
- Music (with specialist teacher), Drama/Video/Story;
- Art and Design
- PE and Swimming (boys and girls have separate lessons and are taught by a teacher of the same gender)
- Design and Technology
- PSHE (Personal, Social & Health Education)
- Global Citizenship
- Introduction to French and Spanish with specialist teachers

Year 4

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

Years 5 and 6

- Literacy (English Language: reading, spelling, writing, grammar, extension of the vocabulary and introduction to Literature)

- Numeracy (Mathematics), number and place value, addition, subtraction, multiplication and division (the four operations), fractions, decimals, percentages, measurement and geometry (shapes and position), mental math, problem solving and statistics.
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Science (Physics, Chemistry and Biology)
- History
- Geography
- Computing with specialist teacher
- French and Spanish with specialist teachers.
- Art and Design
- Music (specialist teacher) and Drama
- Library/Video
- PE and Swimming (boys and girls have separate lessons and are taught by a specialist teacher of the same gender)
- Science
- Social Studies: Syllabus from the Kuwait Ministry of Education
- Design and Technology
- PSHE (Personal, Social & Health Education)
- Global Citizenship

➤ **Secondary**

Key Stage 3

In each class, at the start of each day **Form tutor time** takes place. This time is compulsory for each pupil. It is very important to attend. This time provides academic and pastoral care for each pupil in the tutor form.

Years 7 and 8

- English Language: reading, writing, grammar, drama, literature, and poetry.
- Mathematics; Number, Algebra, Ratio Proportion and rates of change, Geometry and Measures, Probability, and statistics.
- General Science
- History
- Geography
- French
- Spanish
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Social Studies (Year 7 only): Syllabus from the Kuwait Ministry of Education
- Music
- Art and design
- Computer Sciences
- PE and Swimming (boys and girls have separate lessons and taught by a teacher from the same gender)
- PSHE (Personal, Social & Health Education)
- Global Perspectives

Year 9

- **Pre- IGCSE Classes**

- English Language (First & Second Language)/ World Literature
- Mathematics; Number, Algebra, Ratio Proportion, Geometry, Probability, Statistics, and Analysis
- Biology / Chemistry / Physics / Marine Biology
- Geography / Environmental Management / Travel & Tourism
- Business Studies / Enterprise / Accounting & Economics
- History
- French / Spanish
- Arabic: (Syllabus from the Kuwait Ministry of Education) or ASL;
- Islamic Studies and Quran for Muslim Pupils: Syllabus from the Kuwait Ministry of Education
- Psychology / Sociology
- Art and design
- Computer Sciences / ICT
- PE and Swimming (boys and girls have separate lessons and are taught by a teacher of the same gender).
- Global Perspectives

English (First & Second Language, Maths and P.E. are compulsory. Islamic-Quran for Muslim students.

At the end of the First Term Year 8 parents, pupils and members of staff hold a special meeting in order to discuss the Pre-IGCSE Subjects students will take in the following years. We generally advise pupils to take a broad and balanced range of Subjects in order not to be penalized in their future studies. A special booklet is available for those pupils/parents to help them in their choice and to get familiar with IGCSE and GCSE (see booklet from the school).

Key Stage 4:

In each class, at the start of each day Form tutor time takes place. This time is compulsory for each pupil. It is very important to attend. This time provides academic and pastoral care for each pupil in the tutor form.

Year 10 and Year 11: IGCSE Preparation Classes

We are following the syllabi laid down for IGCSE, GCSE by Cambridge International, and Edexcel/Pearson of which the school is accredited and a centre of examinations. **Students will sit for these external examinations from UK in our school under the strict regulations from the Examining Boards.**

The following subjects are compulsory:

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

The following subjects are available:

- French, Enterprise, Biology
- Economics, Geography, Chemistry
- Spanish, Sociology, Computer Science
- Environment Management, Art & Design, Physics
- Global Perspective, Marine Science
- Islamyat, History, World Literature

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

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

Arabic Studies, Islamic Studies and Quran are a ministry requirement.

(Reference to our Option Booklet)

Sixth Form - Year 12 and Year 13

We are following for IAS and IAL, AS and A Level the syllabi laid down by Cambridge Assessment (UK) and EDEXCEL/Pearson (UK) for which the school is accredited.

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

The list of IAS, IAL, AS and A Level examination offered in the school is:

- English, World Literature (separate or a combination)
- Mathematics
- Chemistry
- Physics
- Biology, Marine Science
- French, Spanish
- History
- Geography
- Business Studies, Environmental Management
- Economics
- Enterprise
- Art and Design
- Computer Science
- Arabic
- Sociology

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

➤ SEN

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

- Literacy
- Expressive Language
- Receptive Language.
- Reading Skills.
- Writing/Fine Motor Skills.
- Numeracy
- Science.

- Geography.
- History.
- Art and Design
- Music
- ICT/Computing
- Personal, Social and Health Development.
- Kuwait Social Studies.

Pupils also receive –

- Physical Education and Swimming Lessons from qualified teachers.
- Lessons in Arabic and Islamic Studies.
- Speech Therapy from qualified speech and language pathologists.
- Physiotherapy with specialist therapists
- Occupational Therapy with specialist therapists
- Psychotherapy

The School for SEN provides an individual program of education for pupils with Special Educational Needs. Children aged 4 to 16 years of age work in small groups of age and ability appropriate class groups with a maximum of eight pupils with the class teacher and an assistant. These children have mild to severe disabilities including Autism, Downs Syndrome, Cerebral Palsy, Mental Retardation, and other less well-known syndromes. They are taught in a caring and non-threatening environment where they can learn at their own pace with plenty of support and encouragement.

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

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

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

Integration Students

Some students identified as SEN through medical diagnosis and from the Public Authority of the disabled can go into the mainstream classes following specific criteria from the Integration Policy. They will be assessed by a support teacher/assistant and occasionally be extracted from their class to receive one to one tuition.

➤ Extra-Curricular Enrichment Activities / Intervention Programmes/ Team Practice

Early Years provides after care activities for children from 1:15pm -3:00pm who may need extra social interaction, for those children who are registered for bus transportation at 2:00pm, for those whose parents are unable to pick up their children at 1:15pm.

A large variety of enrichment activities in relation to intervention strategies are offered after school from 2:20 p.m. to 3:20 p.m.

Besides the activities which are an extension of curriculum or support there will be sport practice and team practice for inter-school competition (swimming, football, basketball, unihoc, benchball etc...) is also taking place after school. Parents are responsible to collect their children promptly at the end of the club, unless otherwise advised. Same procedure is adopted for pupils taken out of school for inter school competitions.

b. Assessing and Reporting

In our school we constantly monitor the progress of the children through tracking the achievement of learning objectives through Classroom Monitor and continuous assessments (Formative and Summative).

Learning objectives will be clearly identified in the short-term plans and well explained at the beginning of all lessons in all lessons and success criteria are based on these.

Half Term and End of Term reports are accessible online through the school portal (HUBMIS)

To Ensure Quality Teaching and Learning

1. Assessments include reference to the designated UK National Curriculum performance descriptors. (expectations)
2. Assessments include formative and summative assessment procedures
3. Learning Objectives are tracked through **HUBmis and other programs.**
4. Pupils are assessed not only in relation to other pupils in the class but also according to national standards of the UK.
5. Each department has standardised criteria for assessment through collaborative planning of common tasks in curriculum areas and the sharing of marking schemes.

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

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

Early Years

EYFS children are assessed on a continuous basis through observation and recording of achievements against the Early Learning Goals:

- Observations are recorded in Classroom Monitor
- Work is assessed and feedback provided
- Communication is a primary focus of the learning goals
- Continuous informal assessment is based on the judgement of the teacher
- Learning journey created within classroom monitor.

Half Term and End of Term Reports are available online through the school portal (HUBMIS).

Primary

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

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

are available online through the school portal (HUBMIS).

Secondary and Sixth Form

The method of assessment in this department is as follows:

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

Half Term and End of Term reports are available online through the school portal (HUBmis). The reports outline the progress made by the pupil. Details about attendance and behaviour are also provided.

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

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

- Specific pieces of class work and homework marked by teaching staff
- Pupil end of unit tests in each academic subject area
- Standardised English, Science and Mathematics tests
- Mock IGCSE and GCSE examinations for students in Year 11, 12 & 13.
- The Sixth Form students are obliged to hand regularly an assignment or research work in each subject taken about what has been covered in class in each subject over that period of time.

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

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

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

Section 5: Policies pertinent to parents and pupils

- **First Aid Policy/Procedures/Practice**

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

Emergency Contact Number: Ambulance Services / Fire Services / Police - Dial 112



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

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

Any pupil receiving an injury or shows signs of illness will be taken to the school nurse immediately for diagnosis. If first aid is provided or further action needs to be taken, the nurse will contact the School Social Worker and then if necessary the parent/carer. No medication is to be provided without the expressed consent of the parent/carer. An incident report will be completed for any First Aid provided detailing complaint / action taken and a copy will be sent home with the student or provided directly to the parent if they are picking their child up from school.

Any child with a fever of 37.6 Degrees Celsius must be isolated and parent/ carer be contacted to come to school and collect their child. If an infectious disease is suspected, parents/ carers will be informed that a letter from the Childs Doctor stating the child is no longer infectious in order to return to school.

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

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

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

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

Parents/carers are responsible for providing the school up to date information regarding their child's health care needs. All health information of a child is kept securely in a medical file in the nurse's office.

All staff are made aware of the relevant health care needs including allergies. A list of children with medical concerns will be provided to staff by the school nurse. This list should be provided the teachers, social workers, the cafeteria manager, and the Directors.

All staff will receive appropriate training and information related to health conditions of their pupils and along with appropriate procedures in cases of emergencies.

First aid kits are mandatory to be located not only in the infirmary/nurse's room, but also in the PE department, physiotherapist room, laboratories, and cafeteria.

➤ Health care

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

Should a pupil be taking medicine or suffer from a medical condition which might affect him/her in school, it would be appreciated if you could notify the main administration office and the school nurse. If medication is needed during the day the parent must meet with the School Nurse and complete a form requesting the provision. Medication will be administered under the supervision of the nurse and not by the class teacher.

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

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

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

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

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

NB: Accident Reporting Procedures

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

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

An incident report will be completed for the following.

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

All major incidents will be reported to the Health and Safety officer. Parents / carers will be notified immediately of all major injuries.

The middle managers and health and safety officer, will investigate accidents and take remedial steps to avoid similar instances recurring. Faulty equipment, supervision of play etc. must be reported and attended to as soon as possible.

➤ Health and Safety Policy

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

General Guidelines

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

1. establish and maintain a safe and healthy environment throughout the school;
2. establish and maintain safe working procedures among staff and pupils;
3. make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances;
4. ensure the provision of sufficient information, instruction and supervision to enable all employees and pupils to avoid hazards and contribute positively to their own health and safety and to ensure that they have access to health and safety training as appropriate or as and when provided;
5. maintain all areas under the control of the Governing Body, School General Director and School Directors in a condition that is safe and without risk to health and to provide and maintain means of access to and egress from that place of work that are safe and without risk;
6. formulate effective procedures for use in case of fire and for evacuating the school premises;
7. lay down procedures to be followed in case of accident;
8. teach safety as part of pupils' duties where appropriate;
9. formulate a lockdown procedure for both external and internal dangers

Responsibility of the Governing Body and School Directors

The Governing Body, General School Director and School Directors are responsible for implementing this policy within the school. In particular they will:

- monitor the effectiveness of the safety policy and the safe working practices described within it and shall revise and amend it, as necessary, on a regular basis;
- prepare an emergency evacuation procedure and arrange for periodic practice evacuation drills (normally at least once a term) to take place and for the results of these to be recorded;
- prepare an emergency lockdown procedure and arrange for a practice lockdown drill at least once per academic year.
- make arrangements to draw the attention of all staff employed at the school to the school and departmental safety policies and procedures and of any relevant safety guidelines and information issued by the Authority;
- make arrangements for the implementation of the schools accident reporting procedure and draw this to the attention of all staff at the school as necessary;
- make arrangements for informing staff and pupils, of relevant safety procedures. Other users of the school will be appropriately informed;
- ensure that regular safety inspections are undertaken. (A Health & Safety Officer will inspect all school premises and property once a month.);
- arrange for the withdrawal, repair or replacement of any item of furniture, fitting or equipment identified as being unsafe by the Health and Safety inspection team;
- report to the school management team any defect in the state of repair of the buildings or their surrounds which is identified as being unsafe and make such interim arrangements as are reasonable to limit the risk entailed.

N.B. The Governing Body will deal with all aspects of maintenance which are under their control.

- identify any member of staff having direct responsibility for particular safety matters and any member of staff who is specifically delegated to assist the Governing Body and School Directors in the management of health and safety at the school. Such delegated responsibility must be defined as appropriate.
- Ensure all aspects of required Safeguarding designated persons of responsibility, policies and procedures are followed and the wellbeing of all children and staff are the highest priority

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

The delegated person shall:

- assist the Directors and Middle Managers in the implementation, monitoring and development of the safety policy within the school
- monitor general advice on safety matters given by the ministry and other relevant bodies and advise on its application to the school
- co-ordinate arrangements for the design and implementation of safe working practices within the school
- investigate any specific health and safety problem identified within the school and take or recommend (as appropriate) remedial action
- assist in carrying out regular safety inspections of the school and its activities and make recommendations on methods of resolving any problems identified
- ensure that staff with control of resources (both financial and other) give due regard to safety
- co-ordinate arrangements for the dissemination of information and for the instruction of employees, students, pupils and visitors on safety matters and to make recommendations on the extent to which staff are trained.

Responsibilities of Staff towards Pupils and Others in their Care

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

- exercise effective supervision over all those for whom they are responsible, including pupils
- Ensure they follow and understand the school Child Safeguarding policies and procedures. Following the training provided by the school and keep the wellbeing of all children as their highest responsibility
- be aware of and implement safe working practices and to set a good example personally. Identify actual and potential hazards and introduce procedures to minimise the possibility of mishap
- ensure that any equipment or tools used are appropriate to that use and meet accepted safety standards
- provide written job instructions, warning notices and signs as appropriate
- provide appropriate protective clothing and safety equipment as necessary and ensure that these are used as required
- minimise the occasions when an individual is required to work in isolation, particularly in a hazardous situation or on a hazardous process
- evaluate promptly and, where appropriate, take action on criticism of health and safety arrangements
- provide the opportunity for discussion of health and safety arrangements
- investigate any accident (or incident where personal injury could have arisen) and take appropriate corrective action

- provide for adequate instruction, information and training in safe working methods

N.B. When any member of staff considers that corrective action is necessary but that action lies outside the scope of their authority, they should refer the problem to the designated person for that area of concern.

Responsibilities of all Employees

All employees have responsibilities:

- Ensure all Child Safeguarding and Well Being measures are taken and understood as a priority
- take reasonable care for the health and safety of themselves and of any person who might be affected by their acts or omissions at work
- co-operate with the Head of School and others in meeting statutory requirements. not interfere with or misuse anything provided in the interests of health, safety and welfare
- make themselves aware of all safety rules, procedures and safe working practices applicable to their posts where in doubt they must seek immediate clarification from the direct person responsible.
- ensure that tools and equipment are in good condition and report any defects to the person in charge
- use protective clothing and safety equipment provided and ensure that these are kept in good condition.
- ensure that offices, general accommodation and vehicles are kept tidy.
- ensure that any accidents, whether or not an injury occurs, and potential hazards are reported to the person responsible following the line of communication.

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

Please note the following:

- It must be realised that newly appointed employees could be particularly vulnerable to any risk, and it must be ensured that all relevant Safeguarding, health and safety matters are drawn to their attention at an early stage.
- Whilst it is a management responsibility to instruct all employees in safe working procedures in relation to their posts and workplaces, employees may from time to time find themselves in unfamiliar environments. In such cases, the employee concerned should be particularly alert for hazards, and whenever possible, ensure a person familiar with the environment accompanies them or that they are advised of specific hazards.

Responsibilities of Pupils

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

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

N.B. The Governing Body, Director and Middle Managers will make pupils (and where appropriate the parents) aware of these responsibilities through direct instruction, notices, the school handbook and any other means of communication.

Visitors

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

Fire and Emergency Evacuation Procedures

- The school's procedures for fire and emergency evacuation are posted in every room and displayed around all areas of traffic in the school. They are also posted in the school entrance hall.
- Emergency vests will be worn by each Head of Department during any fire emergency drill, these vests are kept in the offices of Department Heads and the School Social Worker.
- There are 2 Bull horns for the use of the Head of School to communicate during the drill. One Bull horn will be kept in the cafeteria and one in the Head of School's office. There is also a 3rd which is in the PE office.
- All Staff and students will gather at the **Rally Point** (Main Playground Area) – If deemed necessary to evacuate the school premises, SEN / EYFS / Admin will evacuate through **Gate 7** and move in an orderly fashion towards the **Assembly Point** (School Parking Lot). Secondary and Primary will exit through **Gate 6** and walk in an orderly fashion to the Assembly Point (School Parking Lot). Attendance will be taken again in the Assembly Point
- After the completion of any emergency evacuation the middle managers will provide the Health and Safety Officer of any concerns. The Health and Safety officer will then relay any concerns to the Head of School before the end of the day. Concerns will be discussed at the next Senior Management meeting and any recommendations made.
- Communication will then be made to all staff during the next whole school briefing which takes place every Sunday and Wednesday. Middle Managers will also discuss evacuation issues in their weekly department meetings.
- These procedures are updated as appropriate.
- The logbook for the recording and evaluation of practice and evacuation drills is available.

Fire Prevention Equipment

Arrangements are made to regularly monitor the condition of all fire prevention equipment. This would include the regular visual inspection of fire extinguishers and the fire alarm system. The school is inspected annually by the Kuwait Fire Brigade.

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

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

➤ Safeguarding and Child Protection Policy

The School fully recognises its responsibilities for safeguarding and promoting students' Health, Safety and Welfare. This Policy applies to all staff and visitors in the School and on the Governing Body.

In addition, to comply with the requirements of the MOE, we will ensure the review, implementation and enforcement of all policies that provide protection for all students under our care. The Safeguarding policy and procedures are based on the UK. Guidance **"Keeping Children Safe in Education (DfE)."**

Kuwait National English School follows International expectations, definitions and duty of care as set out under the United Nations Convention of Rights of the Child (1989). Child Protection at KNES will therefore be guided in the following ways;

United Nations Convention on Rights of the Child (1989)

The UNCRC is clear that every child has the right to be safe from harm and that those entrusted with the care of children are required to create and provide safe environments for them.

Key Principles of Child Protection

- All children have equal rights to be protected from harm and abuse.
- Everybody has a responsibility to support the protection of children.
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school.
- All actions on child protection are taken with the best interests of the child, which are paramount.

Child Protection - The protection of children from maltreatment or abuse. It includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child's health, development or dignity. Within this broad definition, five subtypes can be distinguished – Physical Abuse; Sexual Abuse; Neglect and negligent treatment, Emotional abuse; and exploitation.

Safeguarding – The responsibility of the school to make sure staff, operations and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the school has about children's safety with the communities in which they work, are reported to the appropriate authorities.

Child Abuse is Defined by 4 sub-categories.

1. Physical Abuse – A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when an adult working in school hits or physically harms a child as a means of discipline or punishment.

2. Emotional Abuse – The ongoing emotional harm to a child. This includes humiliating, belittling, bullying, shouting or hitting a child.

3. Sexual Abuse – Forcing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-penetrative acts such as rubbing and touching outside of the clothing. This may also include activities, such as involving children in looking at, or in the production of, sexual images or encouraging children to behave in sexually inappropriate ways, or “grooming” a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

4. Neglect – A failure to meet a child's basic physical and / or psychological needs, likely to result in serious damage to the child's health or development. Neglect includes the failure to properly supervise and protect children from harm.

Bullying

This can be defined as deliberately hurtful behaviour. It is usually repeated over a period of time, and occurs where it is difficult for those bullied to defend themselves. It can take many forms, but the three main types are physical, verbal and emotional.

The damage inflicted by bullying can often be underestimated. Bullying can cause significant distress to children so much so it affects their health and development.

Staff Behaviour Codes

- 1) The welfare of the child is the most important thing.
- 2) Staff should understand their responsibilities to safeguard and promote the welfare of pupils.

- 3) Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- 4) Staff should work, and be seen to work, in an open and transparent way.
- 5) Staff should discuss and / or take advice promptly from their line manager if they recognise that they may have acted in a way which may give rise to concern.
- 6) Staff should be aware of and understand their school's child protection policy, arrangements for managing allegations against staff, staff behaviour policy and any local procedures about your behaviour code.
- 7) Behaviour codes should be as clear and detailed as possible and should address areas and situations that staff are unsure about such as, for example, intimate care for young children; use of physical force to restrain students; and consumption of alcohol on school trips.
- 8) No code is able to cover everything and there may be times when staff will need to take actions that are not covered by the code. If you find yourself in this situation, you should always take advice, ideally from the Designated Safeguarding Lead (DSL) or if not immediately available, a leadership team member.
- 9) Codes are developed to be adapted to the cultural and legal context of Kuwait.

Staff Must be aware at all times how to identify when:

- A child may be being harmed, at risk of harm or in need of help.
- A child may be harming another child: or
- An adult may be harming or pose a risk of harm to a child.
- Information about specific safeguarding issues which may affect your students.
- Actions to take when a staff member has any safeguarding concerns about a child or an adult.

What to do if a child tells you they are being harmed or hurt?

- Do not turn the child away, listen to what they are saying and tell them that you will find the right person to help them. Let them tell their story without asking questions.
- Reassure the child that they did the right thing to tell you
- If you hear something that makes you feel upset or angry try not to let this show.
- In order to minimize further traumatising of the child, only ask the questions needed to understand the basic facts and determine the immediate safety of the child.
- When the child has told their story reassure them that you are taking their information seriously.
- Do not tell the child that you will keep this secret – you will need to pass the information on to other adults who can support the child.
- Make a note of what the child told you, when it was and who else was around.
- Create a "Concern" on the school SMS system "My Concern" application

School Premises Security Procedures to Limit opportunity for abuse.

- All visitors are required to present their ID, wear a visitor badge and be accompanied at all times.
- Access to the site is controlled. Parking and drop off procedures are designed to reduce the risk of hostile vehicle accessing school premises.
- CCTV cameras are widely used to reduce security risks and keep the site safe.
- Security guards are present and suitable for the position.
- Lockdown procedures are in place.

Governing Board Safeguarding Responsibility

- Set the safeguarding strategy.
- Appoint a member of the Board to take lead responsibility on safeguarding.
- Carry out a comprehensive annual Governing Board safeguarding audit.
- Identify, assess, and monitor safeguarding risks faced by the children enrolled in the school.

- Focus on culture. Research consistently and repeatedly demonstrates the fundamental importance of culture in ensuring the safety and welfare of students in school.

The Governing Body will promote the following expectations.

- A supportive and non-judgemental environment
- A culture in which staff are supportive and looked after.
- A clear communication to staff about what is expected of them is fundamental to a positive and safe culture.
- A culture in which staff are attuned to the welfare of children and their co-workers; and
- A culture in which all concerns are shared.

Child Protection Guiding Principles

The School recognises its legal and ethical duty to promote the well-being of students, protect them from harm and respond to child abuse.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that result in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the students in our charge, and will carry out this duty throughout our teaching and learning, extra-curricular activities, pastoral care and extended school activities. All members of staff (including administration) in this School will act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The School adopts an open and accepting attitude towards students as part of their responsibility for pastoral care. The School hopes that parents/carers and students will feel free to talk about any concerns.

Students' worries and fears will be taken seriously if they seek help from a member of staff. However staff cannot promise secrecy in concerns are such that referral must be made to the appropriate agencies in order to safeguard the student's welfare. In the School, if we have suspicions that a student's physical, sexual or emotional well-being is being or is likely to be, harmed or that they are being neglected, we will take appropriate action.

As a consequence we will:

- Assert that teachers and other members of staff (including administration) in the School are an integral part of the child safeguarding process.
- Recognize that safeguarding students in this school is the responsibility for all staff, including administration and the Governing Body.
- Ensure through training and supervision that all staff in the school are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions.
- Designate a senior member of staff to lead on child protection concerns. He or she will act as a source of expertise and advice and will be responsible for coordinating action within the School and liaising with other agencies.
- Ensure (through the designated member of staff) that staff receive appropriate training.
- Share our concerns as required with other appropriate bodies and assist in any referral
- Safeguard the welfare of students whilst in the School, through positive measures to address bullying, especially where this is aggravated by sexual or racial factors, disability or special education needs.
- To integrate child protection and safeguarding into the curriculum at appropriate age understanding.
- Ensure through our recruitment and selection procedures that all staff who work in our school are suitable to work with students.
- Act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offense against a student, harmed a student, or acted in a way that calls into question their suitability for working with students.

Designated Member of Staff

The designated member of staff for Safeguarding and Child Protection is a senior member of staff. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues.

The designated senior member of staff for Safeguarding and Child Protection at Kuwait National English School is currently

Mr. Bernie Babkirk
bbabkirk@knes.edu.kw

The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues.

In case the Designated Safeguarding Lead is not available then the Deputy Safeguarding Lead should be contacted.

Mr. Meshari Al Gharabally
malgharabally@knes.edu.kw

The School recognizes that the designated person:

- Need not be a teacher but must have the status and authority within the School management structure to carry out the duties of the post – they must therefore be a senior member of staff in the School and their role must be made known to all members of staff including visitors to the school.
- Will act as a source of advice and coordinate actions within the School over child protection cases.
- Will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
- Should possess skills in recognizing and dealing with child welfare concerns.
- Has received appropriate training.
- Is the first person to whom members of staff should report concerns.
- Ensures that this policy is updated and reviewed annually
- Keeps detailed accurate written records of referrals / concerns and ensures these are held in a secure place.
- Ensure parents are aware of the child protection policy and alert them to the fact that the School may need to make referrals.
- When students leave the School, ensure any child protection file is transferred to the new school as soon as possible, separately from the main file, and addressed to the designated person for child protection.
- Review all concerns reported on 'My Concern' and case manage each one.
- Provide reports to the SLT and Governing Body on a bi-yearly basis.

Recruitment

In order to ensure that students are protected whilst at this School, we will ensure that our staff are carefully selected, screened, trained and supervised. A safer Recruitment Policy is in place to ensure suitability of the candidate and promote a Child protection

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the School:

- Identity and criminal record checks are made
- Academic qualifications are checked to ensure that qualifications are genuine
- Professional and character references are taken up prior to offering employment
- The applicant satisfies conditions as to health and physical capacity
- Previous employment history is examined and any gaps accounted for

Induction and Training

All new members of staff will receive induction training, which includes an overview of child protection and safeguarding procedures, including identifying and reporting abuse, and confidentiality issues.

All new members of staff at the School will receive child protection information and a copy of this policy during their first week of starting their work at the School.

All staff will be expected to attend training on safeguarding to enable them to fulfill their responsibilities in respect of child protection effectively.

Dealing with Concerns

Members of staff are not to investigate suspicions; if somebody believes that a student may be suffering, or may be at risk of suffering significant harm, they must always refer such concerns to the Designated Safeguarding Lead.

To this end, staff will follow the procedures below:

Upon receipt of any information from a student, or

- If any person has suspicions that a student may be at risk of harm, or
- If anyone observes injuries that appear to be non-accidental, or
- A student makes a direct allegation or implies that they have been abused, or
- Student makes an allegation against a member of staff, allegation that the member of staff has harmed a students, committed an offence against a student, or behaved in a way that questions their suitability to work with students.

They must record what they have seen, heard or know accurately at the time the event occurred, and share their concerns with the Designated Safeguarding Lead who will determine what action to take.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

Safeguarding within the School

As well as ensuring that we address child protection concerns, we will also ensure that students who attend the School are kept safe from harm whilst they are in our charge. To this end, this policy be read alongside policies on:

- Prevention of Bullying
- Staff Recruitment
- Discipline and Behaviour Management
- Health and Safety

Photography

We understand that parents like to take photos of or video-record their child in events such as school productions. This is normal part of family life, and we will not discourage parents from celebrating successes. However, if there are Health and Safety issues associated with this, for example the use of flash when taking could distract or dazzle the child, and causes them to have an accident, we will encourage parents to use film settings on their camera that do not require flash.

We will not allow images of students or names of students on School websites, publicity, or press releases, without express permission from the parent / guardian. We request that all parents provide consent during the registration process at the start of the academic year. Parents have a legal right to withdraw this permission at any time in writing to the School Registrar.

Confidentiality

The School, and all members of staff at the School, will ensure that all data about students is handled in accordance with the requirements of the law, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty to confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or be at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead for child protection.

Students have a right to information that could make life better and safer for them. The School will ensure they have information about how and with whom, they can share their concerns, complaints and anxieties. When sharing information, staff will be sensitive to the level of understanding and maturity of the people with whom they are sharing.

Conduct of Staff

The School is committed to creating a safe environment in which young people can feel comfortable and secure. Staff should at all times show respect and understanding for individual's safety and welfare in a way that reflects the nurturing ethos of the School.

The School has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

All staff should be committed to:

- Treating students with respect and dignity
- Always listening to what a student is saying
- Valuing each child and young person

All staff should endeavour to:

- Provide an example of behaviour which we would wish others to follow
- Use appropriate language
- Challenge any inappropriate language used by a student or an adult working with students

All staff should **never**:

- Engage in provocative or rough physical games
- Carry out tasks of a personal nature for a child or a young person that they can do for themselves.
- Allow, or engage in, inappropriate touching of any kind

All staff should:

- Be aware that others might misinterpret actions no matter how well intentioned they are
- Never draw any conclusions about others without checking facts
- Never exaggerate or trivialize child abuse issues.

If any member of staff has a reasonable suspicion that a student is suffering harm, and fails to act in accordance with this policy we will view this as misconduct, and take appropriate action.

The School takes Child Protection issues very seriously and will work with the Kuwait law enforcement agencies to punish offenders.

Contracted services

Where the School contracts its services to outside providers, we will ensure that these providers have taken criminal record checks and have been provided appropriate safeguarding procedures and policies.

The contract providers will be given access to and made explicit they report any concerns to the School's designated safeguarding person.

Volunteers:

Kuwait National English School appreciates those that offer to volunteer their time and expertise to the school, however it is not possible under Ministerial guidelines to provide volunteer services.

The Kuwait Ministry of Education must provide official approval to qualified individuals and be sponsored by the School as employees to work with children.

Communication to Governing Body:

Any serious Safeguarding Concerns must be communicated to the School Director and the Governing body.

The Governing Body and School Director must be informed if any concern which must be referred to an outside agency such as the police or Child Protection services.

➤ **Policy on the use of Photo Images or Names of Pupils**

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

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

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

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

It should also be noted that during large assemblies, concerts etc. it will be impossible for the school to prevent pictures be taken of individual students by outside parties.

By entering the school premises all persons are under surveillance of CCTV cameras which have been placed for the safety of all individuals. The school has placed signage around the school to make all persons aware of the CCTV cameras.

➤ **Personal Data Protection Policy**

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

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

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

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

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

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

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

➤ **Anti Bullying Policy**

Kuwait National English School has a **Zero tolerance policy** for bullying of any kind.

The school regards bullying as particularly serious and firm action will always be taken against it. This policy is provided to parents / guardians via the School Website and is available and known to all staff and students in the school.

As ICT is becoming more integrated it is also very important to monitor online communication for harassment or improper communications.

The Policy aims to support the Safeguarding and Child Protection Policy and encompasses the UK Ministry of Education initiative “Keeping Children Safe in Education”.

The aims of this Policy are to provide students with a safe and secure environment and to produce a consistent response by the school to any bullying incidents that may occur.

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals that intentionally sets out to hurt or harm another individual or group of individuals. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour. Thus, making it extremely difficult for victims to defend themselves. It can take various forms:

- Physical – for example fighting, damaging or hiding someone’s clothes or belongings
- Psychological – for example, excluding someone from a group, activity or place; aggressive name-calling; cyber bullying (i.e. via social networking websites, telephone calls, text messages, photographs or emails), or unpleasant remarks or actions related to any of the following:
 - Race, religion or culture
 - Inappropriate social behaviour (talking to or touching someone in a sexually inappropriate way)
 - Gender
 - Disability
 - Intellectual or other abilities

Any behaviour that a reasonable bystander would consider as calculated or intended to hurt to upset the victim is wrong and may well constitute bullying. It cannot be justified if the bully says or believes that the victim is not upset or hurt by his/her actions or words. Sanctions of any kind against a student are the responsibility of staff alone (in conjunction with parents), and no other students.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, clinging or staying close to adults. There may be evidence of changes in work

patterns, lacking concentration or truanting from school. Students must be encouraged to report bullying or intimidating behaviour in school.

Anyone may be at risk of being bullied, even an adult, but children are particularly at risk. The school recognizes that bullying often takes place out of school, but the fear generated has a significant effect on the right of each young person to feel safe.

Equally, we recognize that students seldom admit to being the victims of bullying, as they are afraid of reprisals or being accused of being an informer.

- **Preventing Bullying: A Whole School Approach**

The school will promote positive values of mutual respect and concern in a wide range of contexts, from assembly and tutorial time to informal discussions. Teachers will cover the topic of Bullying in the Personal, Social, Health and Emotional education (PSHE) strand of the curriculum. They will also remind students at the start of each term of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness, suspect or experience bullying.

As a community, we recognize that bullying can become endemic unless a proactive stance is taken. We therefore undertake to:

- Supply all students with age-appropriate guidelines on bullying which will help them identify whether they are being bullied, recommend coping strategies and offer a framework for support and advice.
- Address the topic at an early stage within the framework of the Personal, Social, Health and Economic education programme and by the development of generic coping strategies, to better equip young people to deal with the issues around bullying and become confident to seek help if they suspect bullying.
- Ensure that adults in school are aware of any potential issues and fully understand the systems for dealing with cases reported to them
- Take every accusation seriously
- Deal with allegations and issues of bullying at the senior level by informing the Designated Safeguarding Lead and maintaining scrupulous records of incidents and action taken.
- Remain flexible in responding to situations, as each will be individual and unique.
- Remember that punishment does not necessarily cure a bully.
- Operate on the guiding principles that each young person has the right to feel safe and secure.
- Regularly consult with students and staff to gain an accurate picture of the degree of bullying within the school
- Identify “vulnerable” children and students as early as possible in their school careers and provide support in raising their self-esteem and confidence.

All members of staff at Kuwait National English School are expected to help to create an atmosphere in which bullying will be spoken of openly, taken seriously and responded to with appropriate action. Any student who is being bullied should tell his or her parents, and preferably his or her class teacher or another member of staff. It is important that any cases of bullying are reported to someone whom the victim feels confident to talk to.

Staff awareness will be raised through discussion in staff meetings, action taken to reduce the risk of bullying at times of the day and in places where it is likely to occur. Staff will also have annual Safeguarding training which will include identifying bullying and responding appropriately.

- **Liaising with Parents / Guardians**

The school will keep parents / guardians informed if and when it may be dealing with a significant bullying situation. Parents / guardians are asked to let the school (normally the class teacher) know directly if they have cause for concern, either on behalf of their own children or because of rumours about others.

- **Investigating incidents of Bullying**

In the event of an instance of bullying being observed or reported, school staff will ascertain the facts from the victim, alleged perpetrator and witness (es).

A record will be made of who was involved, what happened, when and where, and this will be passed to the Designated Safeguarding Lead who will liaise with Senior staff. The person who makes the initial record is responsible for ensuring that the appropriate member of staff (Designated Safeguarding Lead) receives a record of the incident promptly. They will record incidents of bullying in a file kept in DSL office.

The Designated Safeguarding Lead will monitor this file at least monthly to identify patterns of any incidents, both in relation to individual students and across the school as a whole.

- **Resolving the Incident after an Investigation.**

Once investigated, the school will make every effort to resolve the problem by seeing all students involved. The school will seek to support the victim and change the behaviour of the bully or bullies. Students who are being bullied will be supported and students who may bully others will also be given suitable help and guidance.

- **Sanctions**

For all incidents of bullying, disciplinary sanctions will normally be applied, and this may extend to suspension, required removal or, in the gravest cases of severe or persistent bullying, expulsion.

- **Application of the Policy**

This policy applies in respect of all dealings between members of the school, which in the opinion of the school impact, or may impact, upon their conduct at the school or upon its reputation. The Policy is carried out in conjunction with the School's Behaviour Policy and the Safeguarding and Child Protection Policy.

➤ **E-Safety Policy**

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

This policy sets out the aims, principles, and strategies for the delivery of Computer Science. This is a working document due to the rapid and continual advances and developments in the fast-moving world of technology. As well as being an important curriculum requirement the ability to use ICT effectively and safely is a vital skill in modern society.

Through the use of computer across the curriculum, KNES aims to help students gain knowledge, skills and understanding about the nature of information, be confident in using a range of technology and have the skills and understanding to exploit potential. The use of computer is promoted within all subjects.

This Policy is in place to ensure the safety and wellbeing of all students at Kuwait National English School. The **Safeguarding and Child Welfare** elements are at the foundation of everything we do at KNES.

We strive to achieve our aims by:

Ensuring children and young people are using and interacting in computer in a way that they are Safeguarded against abuse of any sort and are exposed to positive influences.

- To ensure that students are always free of harassment online

- Using computer where possible to enhance students learning in all areas of curriculum
- Introduce students to a wide range of computer applications and computer tools, such as word processing, databases, graphics and use of the interactive white boards.
- Helping students acquire the skills to use appropriate computer tools effectively for learning and leisure.
- Equipping students with knowledge of the uses, effects and limitations of computer enabling them to evaluate its benefits and impact on society.
- Meeting the British National Curriculum requirements as fully as possible and helping all students to achieve the highest standard of achievement
- Using ICT to develop partnerships beyond the school through the use of the internet and email
- Celebrating success in the use of ICT.

ICT resources will include the following hardware and software:

Interactive whiteboards

Access to computers and laptops

Printers

A range of software for word-processing, presentations, databases, spreadsheets, clipart, desktop publishing, multimedia presentation (film, animation and music) art and photography, age appropriate applications (apps), email.

Variety of information and communication technology games, gadgets and tools used in everyday life.

Pictures, photographs, books, posters, video clips for reference, teaching about the history of computer, inventions, inventors and for creative inspiration.

Microsoft Education and Microsoft Teams, HUBMIS.

A wide range of other educational programs online

- **Mobile Phones:** Mobile phones are banned from all students in school unless a special exemption is provided by the Head of Subject/Coordinator/Director or used for specific educational purposes.

Filtering

The school will work in partnership with parents / guardians, Ministry of Education, and our Internet Service Provider to ensure systems to protect pupils and staff are reviewed and improved regularly.

If staff or students discover unsuitable sites, the URL (address) and content must be reported to the Head of Subject/Coordinator/Director immediately.

Regular checks by Senior Staff will ensure that the filtering methods selected are appropriate, effective, and reasonable.

Authorizing Internet Access

Parents / Guardians will be asked to read the schools acceptable use policy posted on the School Website.

Photographic, Video and Audio Technology

It is not appropriate to use photographic or video technology in changing rooms or toilets.

Staff may use photographic or video technology to record and support School trips, special events, assessment evidence and other appropriate curriculum activities.

Audio and video files may not be downloaded without prior permission of the network manager.

Assessing Risks

Emerging technologies offer the potential to develop teaching and learning tools but need to be evaluated to assess risks, establish the benefits and develop good practice. The senior leadership team are aware that technologies such as mobile phones with wireless internet access can bypass school filtering systems and allow a new route to undesirable material and communications.

In common with other media such as magazines, books and video, some material available through the internet is unsuitable for students. The school will continue to take all reasonable precautions to ensure that

users access only appropriate material. However, due to the international scale and linked nature of internet content, it is not always possible to guarantee that unsuitable material may never appear on a school computer.

The school cannot accept liability for the material accessed or any consequences of Internet Access.

Emerging technologies will be examined for education use and risk assessment will be carried out before use in the school is allowed and methods to identify, assess and minimize risks will be reviewed by the ICT Coordinator. Parents must take an active role in monitoring their children's access to the internet.

The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence.

The school Director will ensure that the E-safety policy is implemented and compliance with the policy is monitored.

Access to any websites involving gambling, games or financial scams is strictly forbidden and will be dealt with accordingly.

Introducing Policy to Students

Rules for internet access will be posted in all rooms where computers are used.

Responsible internet use, covering both school and home use, will be included in the PSHE curriculum.

Students will be instructed in responsible and safe use before being allowed access to the internet and will be reminded of the rules and risks before any lesson using the internet.

Students will be informed that Internet use will be closely monitored, and the misuse will be dealt with appropriately.

Maintaining Computer Security

Personal data sent over the network will be encrypted or otherwise secure.

Unapproved system utilities and executable files will not be allowed in students' work areas or attached to emails.

The ICT teacher, in liaison with the SMT, will ensure that the system has the capacity to deal with increased traffic caused by internet use.

Dealing with Concerns regarding misuse of the internet

Staff, parents / guardians, children and young people must know how and where to report incidents. Concerns related to Safeguarding issues must be dealt with through the School's Safeguarding Policy and Procedures.

The Schools Designated Safeguarding Lead as well as the School Social Worker will be responsible for dealing with complaints and any complaint concerning staff or student misuse of the internet must be reported to the School Director immediately.

Students and parents / guardians will be informed of the complaint's procedure. Parents / guardians and students will work in partnership with School staff to resolve any issues.

There may be occasions when the school has to contact the police or Child Protection Services. If appropriate, early contact should be made to discuss strategies and preserve possible evidence.

Sanctions for misuse may include any or all of the following:

- Interview / counseling by an appropriate member of staff
- Informing parents / guardians

- Removal of internet access for a specified period of time, which may ultimately prevent access to files held on the system=, including examination coursework.
- Referral to police.

Parental Support

- Parents / guardians will be informed of the school's E-Learning Policy which may be accessed on the School Website and in communication provided in this Parent / Pupil handbook.
- Any issues concerning the internet will be handled sensitively to inform parents / guardians without undue alarm.
- Advice on filtering systems and appropriate educational and leisure activities including responsible use of the internet will be made available to parents / guardians

General Use of Computers

- The use of School computers will be permitted only for purposes directed by the school.
- Users are not permitted to access and amend another user's work without permission.
- All PC's connected to the internet will be protected by anti-virus software which will be kept up to date to check for the latest viruses.
- No files should be brought from home and loaded on the school system without permission of the ICT Manager.
- The school reserves the right to look at any files on their systems including text, graphics and emails.
- The school reserves the right to deny access to its computer systems.

- Health and Safety

The school is aware of the Health and Safety issues involved in student's use of ICT.

- **Computer Code of Conduct Agreement**

Parents will receive the following letters for agreement that need to be signed and will be placed in their child's file.

Dear Parent/ Carer

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

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

Please read and return the bottom section of this form to school for filing which is included in the letter below:

Dear Sir/Madam:

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

- Only accessing the internet when instructed.
- I will only use computer in school for school purposes
- I will make sure that all computer contact with other children and adults is responsible, polite, and sensible.

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

Yours Sincerely

School Director

.....
I accept the content of the above letter

Signature of parent/carers:

Name of parent/carers:

Pupil name:

Class:

Telephone of parent/carers:

Email of parent/carers:

Date:

➤ **Social Media Policy**

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

Instant messages to parents/followers

Provide positive messages about the student experience- a focus on activities in the classroom, assemblies, trips, emphasis on engagement

Key messages can be sent out, inspirational quotes, recommendations for reading, events etc.

To encourage parents to take part in events and to play an active supporting role

- **It is not:**

A forum for discussion or negative comments

A substitute for discussion with the Director, Heads of Department, SMT, Teachers

A forum for discussion of individual members of staff or pupils

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

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

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

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

➤ **Admissions Policy**

It is our intention to make our setting accessible to children and families from all sections of the local and International community to prepare pupils for their future roles in global citizenship. We aim to ensure that all members of the community have access to the setting through open, fair and clearly communicated procedures.

We make attempts to ensure advertisement of the school reaches a wide audience of persons from a varied background.

We ensure that information about our setting is accessible, in written and spoken form. We ensure that the information necessary to families is available in both English and Arabic.

We ensure our setting, and its practices are presented in terms that make it clear that it welcomes both fathers and mothers as active educational partners.

We describe our setting and its practices in terms of how it treats each child and their family, having regard to their needs arising from their gender, special educational needs, disabilities, social background, religion, ethnicity or from English being a newly acquired additional language.

We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.

We make our Equal Opportunities Policy widely known.

We consult with families about the opening times of the setting to ensure we accommodate a broad range of family need.

- **Admission Procedure**

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

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

- **Early Years:**

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

- **Primary School:**

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

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

- **Secondary School:**

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

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

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

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

NB. Students should have at least 50% and above in the Maths and English test. Special consideration is given to previous reports with regard to comments on attitude and behaviour in school.

When it is only pupil interviews with pupil and parents, behaviour and attitude of the pupil during interview is taken into consideration.

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

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

12 ½ - 13 ½	Year - 8	4 th INTERMEDIATE
13 ½ - 14 ½	Year - 9	1 st SECONDARY
14 ½ - 15 ½	Year - 10	2 nd SECONDARY
15 ½ - 16 ½	Year - 11	3 rd SECONDARY
16 ½ - 17 ½	Year - 12	4 th SECONDARY
17 ½ - 18 ½	Year - 13	

According to the British System:

- The pupil is allowed to enter KG by 3 Years old (*on September 15th.*)
- The pupil is allowed to enter Reception by 4 Years old.
- The pupil is allowed to enter Year 1 by 5 Years old (but the pupil should have completed both KG and Reception).
- Before entering Year 13, the pupil should have completed both Year 11 and Year 12.

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

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

- **In SEN:**

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

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

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

- If the parent(s) accepts their child being placed in the type of program described to them by the assessment team, then the parent(s) is invited to enroll their child in the SEN Programme at Kuwait National English School.

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

Documentation to the School for admission, registration, withdrawal (See section 2 paragraph 2.2a):

Rationale of Attendance Policy

For a child to reach their full educational achievement a high level of school attendance is essential.

At Kuwait National English School we are committed to providing an education of the highest quality for all our pupils/students and endeavour to provide an environment where all pupils feel valued and welcome. Parents and pupils play a part in making our school so successful. Every child has a right to access the education to which he/she is entitled. Parents and teachers share the responsibility for supporting and promoting excellent school attendance and punctuality for all.

It is our duty to consistently strive to achieve a goal of 100% attendance for all children. Every opportunity will be used to convey to pupils and their parents or carers the importance of regular and punctual attendance.

For our children to take full advantage of the educational opportunities offered it is vital your child is at school, on time, every day the school is open unless the reason for the absence is unavoidable. The routines children develop around attendance and punctuality at school are the same as the expectations of any future employer in the world of work. High attainment, confidence with peers and staff, and future aspirations depend on good attendance.

Good attendance is important because:

- statistics show a direct link between under-achievement and absence below 95%
- regular attenders make better progress, both socially and academically
- regular attenders find school routines, school work and friendships easier to cope with
- regular attenders find learning more satisfying
 - regular attenders are more successful in transferring between primary school, secondary school, and higher education, employment or training.

Promoting good attendance

The foundation for good attendance is a strong partnership between the school, parents and the child. The Home School Agreement will contain details of how we will work with parents and our expectations of what parents will need to do to ensure their child achieves good attendance.

To help us all to focus on this we will:

- report to you on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments
- celebrate good attendance by displaying individual and class achievements
- reward good or improving attendance through class competitions, certificates and outings/ events

Roles and responsibilities (optional section)

A member of the senior leadership team will oversee, direct and co-ordinate the school's work in promoting regular and improved attendance and will ensure the attendance policy is consistently applied throughout the school. This person will also ensure that attendance is both recorded accurately and analysed. (S)he will ensure that attendance issues are identified at an early stage and that support is put in place to deal with any difficulties.

If absence is frequent or continuous, except where a child is clearly unwell, staff will discuss with parents/carers the need and reasons for their child's absence and will encourage them to keep absences to a minimum. A note or explanation from a pupil's home does not mean an absence becomes authorised. The decision whether or not to authorise an absence will always rest with the school.

Responsibilities of classroom staff

- Ensure that all students are registered accurately using HUBmis.
- Promote and reward good attendance with students at all appropriate opportunities.
- Liaise with the Social Worker on matters of attendance and punctuality.
- Communicate any concerns or underlying problems that may account for a child's absence.
- Support pupils with absence to engage with their learning once they are back in school.

Responsibilities of students

- Attend every day unless they are ill or have an authorised absence.
- Arrive in school on time.
- Go to all their registrations and lessons on time.
- Take responsibility for registering at the reception desk if they are late or are leaving the school site during school hours.

Responsibilities of parents/carers

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility.

Parents will:

- inform the school on the first day of absence
- discuss with the tutor/class teacher any planned absences well in advance
- support the school with their child in aiming for 100% attendance each year
- make sure that any absence is clearly accounted for by telephone or text on the first and subsequent days of absence, or by letter if a phone is unavailable
- avoid taking their child out of school for non-urgent medical or dental appointments
- only request leave of absence if it is for an exceptional circumstance.

Recording attendance

The register must be marked once daily for EYFS and Primary and each session for Secondary. At the start of the school day, **7:15 am**. Attendance is recorded in the HUBmis system and accessible to parents through their Parent's School Portal account.

Lateness/punctuality

It is important to be on time at the start of the morning and afternoon school sessions and to lessons. The start of school/lessons is used to give out instructions or organise work. If your child is late they can miss work time with their class teacher getting vital information, cause disruption to the lesson for others, and it can be embarrassing leading to possible further absence.

- The school day begins at **7:15 am** and all pupils are expected to be in school at this time.

Morning registration is at **7:15 am** and it closes at **7:30 am**. (**Lateness is recorded from 7:20 am**)

- All lateness is recorded daily. This information will be required by the school in case an exclusion sanction is required for non-attendance or lateness be necessary.
- Arrival after the close of registration will be marked as unauthorised Late
- If a pupil is late due to a medical appointment, they will receive an authorised Late.

Please be advised that, where possible, doctors and dentists appointments are to be made outside of school hours or during school holidays.

Habitual Lateness or Absence;

Pupils who are consistently late are disrupting not only their own education but also that of the other pupils. Ongoing and repeated lateness is considered as unauthorised absence and will be subject to disciplinary action.

- For each late a Primary / Secondary pupil will receive a detention during break or in the case of 3 lates they will receive an afterschool detention. (30 minutes for Primary / 45 minutes for Secondary)
- If a Secondary pupil continues to be late and accumulates 3 more late arrivals then they will be subject to a one day suspension.
- Students are expected to maintain at least 85% attendance in order to be promoted to the next year group.
- Students sitting external UK exams must also have a minimum of 85% attendance in order to be entered to the external exam.

Parents, guardians or carers of pupils who have patterns of lateness will be contacted to discuss the importance of good time keeping and how this might be achieved. If lateness persists parents, guardians or carers will be invited to attend the school and discuss the problem.

What to do if my child is absent?

This section should sets out the school's expectations of parents in reporting any absence and set out the school's internal procedures for responding to a child's absence.

First day absence

For example:

A child not attending school is considered a safeguarding matter. This is why information about the cause of any absence is always required.

If your child is absent you must:

- contact us as soon as possible on the first day of absence
- send a text or email or phone call on the first day they return with an explanation of the absence

The Primary Department:

Please collect your child promptly at the end of the school day. Where late collection is persistent and/or significantly late, the school is obliged to take any uncollected pupil to a place of safety and fine the parents a sum of money.

If one is available, the school will place a child into the after-school club and provide the parent/carer with the bill.

If your child is absent we will:

- telephone or text you on the first day of absence if we have not heard from you – this is because we have a duty to ensure your child’s safety as well as their regular school attendance
- invite you in to discuss the situation with our Social Worker and Key Stage Coordinator if absences persist

Five days absence

If the child is not seen and contact has not been established with a 5 day period the parent must meet with the Key Stage Coordinator and School Social Worker before the child is allowed to reenter the school.

Continued or ongoing absence

If your child misses 5% or more schooling across the school year, for whatever reason, they are defined as persistent absentees. Absence for whatever reason disadvantages a child by creating gaps in his or her learning. Research shows these gaps affect attainment when attendance falls below 96%. As such, we monitor all absence thoroughly and all attendance data is shared with the Ministry of Education. If your child has had absence and their attendance level is falling below 96% we will contact you and, depending on the reasons for the absence, will take action.

A welcome back

It is important that on return from an unavoidable absence all pupils are made to feel welcome. This should include ensuring that the pupil is helped to catch up on missed work and brought up to date with any information that has been passed to the other pupils.

Understanding types of absence

Pupils are expected to attend school every day for the entire duration of the academic year, unless there is an exceptional reason for the absence. There are two main categories of absences:

- authorised absence: is when the school has accepted the explanation offered as satisfactory justification for the absence or given approval in advance for such an absence. If no explanation is received, absences cannot be authorized
- unauthorised absence: is when the school has not received a reason for absence or has not approved a child’s leave absence from school after a parent’s request.

This includes:

- parents giving their children permission to be off school unnecessarily, such as for shopping, birthdays, to look after siblings
- truancy before or during the school day
- absences which have not been explained.

The school can, if needed, change an authorised absence to an unauthorised absence and vice versa if new information is presented. Any changes will be communicated to parents/carers.

Penalties and Consequences of Lateness of Absences

- persistently late before the close of the register, but the school has met with parents and has clearly communicated that they will categorise as unauthorised any further lateness (three days) has been met
- absent for any public examinations of which dates are published in advance
- absent for any formal school assessments, tests or examinations where the dates have been published in advance unless the issuing of a Detention or Suspension would conflict with other intervention strategies in place or other sanctions already being processed.

My child is trying to avoid coming to school. What should I do?

Children are sometimes reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents/carers and the child. If a child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse. Contact your child's ... [class teacher/form tutor/School Social Worker] ..., immediately and openly discuss your worries. Your child could be avoiding school for a number of reasons – difficulties with school work, bullying, friendship problems, family difficulties. It is important that we identify the reason for your child's reluctance to attend school and work together to tackle the problem. In some cases you may find it helpful to discuss the circumstances of your child's difficulties with another professional.

What can I do to encourage my child to attend school?

Make sure your child gets enough sleep and gets up in plenty of time each morning. Ensure that he/she leaves home in the correct clothes and properly equipped. Show your child, by your interest, that you value his/her education.

Your child will bring home a school homework diary each evening. Please ensure you look at it with your child and sign it ready for the next day. Be interested in what your child is doing in school, chat to them about the things they have learnt, what friends they have made and even what they had for lunch!

For Early Years and PreSchool;

For many parents, your child attending school may be your first experience of being separated from them. This can seem daunting at first for both of you, but consistency and a caring routine will help your child adapt very well and quickly.

Your child needs stability and routine, and it is vital they arrive at school and leave school at the same time as their peers. If they do not establish this routine their Social and Emotional growth becomes detrimentally affected.

Any child who is habitually late or absent will necessitate a meeting between the parents and the Key Stage Coordinator as well as the Social Worker to create a plan of action.

If a child is not picked up at the end, 3 days within a 2 week period, than the child will be placed in the Aftercare program and the parents will be charged for the Term Aftercare.

The School should be notified by the parents via email or phone call about any child being absent and if ill the child will need a Doctors note to return after 3 days. The school also may require a child to be absent due to suspected contagious illness and require a Doctors note to return.

➤ Homework Policy

To be worthwhile homework has to either:

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

The aims of the homework are to:

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

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

Homework is assigned by the teacher and recorded in the **Teams Notebook**. Pupils can submit their completed work also through their Teams Notebook.

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

➤ **Reporting policy**

Early Years

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

Primary (KS1 and KS2) and Secondary (KS3)

Term reports are available online through the School Portal. Reports will reflect attendance, effort grade and attainment grade.

Secondary KS4

Term reports are available online outlining the progress made by your child. Details about attendance, effort and behaviour will also be provided.

Thresholds give the stretched grade which is obtained from the CAT4 standardised test paid by the school and marked in the UK.

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

Special Educational Needs

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

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

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

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

Upon receiving online reports parent/teacher conferences are held either online or in school for parents to discuss with the class/subject teachers of their child/ren the progress made or any matters relevant to their education.

➤ **Complaints Policy**

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

This Policy should be used for:

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

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

This Policy should not be used for

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

This policy should not be used for:

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

Aim;

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

Purpose

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

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

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

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

Applicability;

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

The Complaints Procedure will:

- encourage resolution of problems by **informal** means wherever possible;
- be easily **accessible** and publicized;
- be **simple** to understand and use;
- be **impartial**;
- be **non-adversarial**;

- allow **swift** handling with established **time-limits** for action and keeping people informed of the progress;
- ensure a full and **fair** investigation by an independent panel where necessary
- respect people's desire for **confidentiality**
- address all points at issue and provide an **effective** response and **appropriate** redress, where necessary
- provide **information** to the school's senior management team so that services can be improved
-

Procedures, Roles and Responsibilities;

At all stages of the complaint's procedure both informal and formal written records will be kept. These written records must be made available to all parties if requested and signed by everyone in attendance. There are a record of the meeting minutes as well as any actions that have been agreed to be taken.

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

Informal Stage; (At this point a complainant can make a request either verbally, letter or by email.

Stage One: (A request for meeting will be held within 3 working days of the request)

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

If the complainant is not satisfied, they may request at the meeting to meet informally with the Head Teacher.

Stage Two: (A request for a meeting will be held within 3 working days of the request)

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

Complaints is heard by the School Director (if the complaint is about the Head of Department) **(informal)**

A written record signed by the complainant and meeting attendees will be recorded and kept in a Complaints log held by the Head of School. The parent or complainant should also sign and receive a copy of the meeting notes.

Formal Stage: The formal process of the complaint should be requested by letter or email knes.edu.kw . The formal complaint should be addressed to the Head of School. The formal complaint process should not be undertaken until the informal processes have been exhausted.

Stage Three: (A request for a meeting with the Head of School will take place within 5 working days of the complaint)

Complaint heard by the Head of School **(formal)**

- A response from the Head of School will be provided to the complainant within 4 working days in writing.
- A written record will be kept with the Head of School and a copy provided to the complainant.

Stage Four: (A request for a meeting with the School Chairman will be held within 10 working days of the complaint request)

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

- A written response will be provided to the complainant within 10 working days of the meeting.
- A written record will be kept with the Head of School and a copy provided to the complainant.

Stage Five: Panel Hearing (This process will be taken only after all other stages have been completed without any resolution)

This process will include a member of the Governing Body, the SLT and at least 3 neutral parties. All people involved, including the parents to attend a meeting to resolve the issue. Three neutral parties will who have no interest in the outcome will be part of the panel and be acceptable to the person making the complaint.

- The complainant has the right to be accompanied to any meeting by a person of their choice for support.
- A written resolution will be provided to the complainant within 10 working days.
- meeting notes and findings shall be compiled and kept in a secure location and remain confidential unless requested by the local authorities.

Action Taken:

- At any stage, if further action needs to be taken this will be recorded in the meeting log. And a copy of the action to be taken is provided to the complainant.

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

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

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

Monitoring and evaluating the policy

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

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

➤ **Pupil Discipline/Behaviour Policy**

The intent of this policy is to provide a safe, secure, and supportive environment where there is responsible social behaviour. A key goal of Kuwait National English School is to instill an ethos of positive behaviour in our students so that the school can properly function in its main task of educating our students. The policy provides a framework for the development of positive self-regulating behavioural choices and the monitoring of pupil behaviour.

Poor behaviour is a barrier to learning and can easily threaten the health and wellbeing of others. Whether high- or low-level disruptions, or more extreme examples of behaviour concerns, the school aims to address behavioural issues through staff training, pupil development, and educating our parents. The aim is to provide our pupils and staff with several strategies so they can adopt the best strategy for them, if they find themselves in a difficult situation (victim, bystander, perpetrator,). Our next step is to prevent further

incidents, in so far as reasonably practicable, through recognition of our Student Code of Conduct and our mission to create responsible Global Citizens.

The school's purpose is to ensure pupils are sufficiently prepared for all aspects of life. This includes managing difficult life situations that require mindfulness and conflict/resolution skills. The school's Mission and Philosophy is ingrained in all activities to support pupils in several areas, including coping with change and managing transition to other stages of education.

Each department at KNES has its own specific policy related to sanctions and rewards based on age of pupils, expectations and needs. There is a specific policy for the young pupils in EYFS, one in Primary and one in Secondary. The one in SEN takes into accounts the specific nature of pupils with learning differences.

Early Years

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

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

Primary and Secondary

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

Mobile Phones:

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

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

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

NB. The use of jewelry is not allowed in school and the school will not be responsible for any loss or damage. We advise parents not to allow their child to have any expensive items and to wear the minimum jewelry.

Lateness to School:

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

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

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

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

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

Uniforms:

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

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

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

Behaviour

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

The following are regarded as minor behaviour issues:

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

Sanctions for the above-mentioned behaviors include:

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

The following are regarded as serious behaviour issues:

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

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

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

Where a detention is due after school, parents will be informed in writing at least 24 hours before the time of the detention. It is the responsibility of the parent to arrange for the pupil to be collected after a detention.

Rewards

Pupils are awarded good behaviour, effort and attainment through House Points, performance certificates and also given house points for Star of the Week, attendance etc.

Pupils in Primary and Secondary, pupils are divided into **Houses** which are **Cambridge, Oxford, Durham and London**. These houses are to help build team spirit and encourage working together.

➤ **Students Not Invited Back Policy**

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

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

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

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

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

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

Some examples of these items are:

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

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

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

Committee of Decision:

The decision to “not invite students back” will be undertaken by a committee made up of the Middle Managers and Directors as well as with consultation with the class teacher.

Right of Appeal:

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

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

Mental Health and Emotional Wellbeing Policy

Policy Statement:

At Kuwait National English School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We are also committed to the promoting the UN Declaration of Children’s Rights (1959).

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s business and that we all have a role to play.

At KNES we:

- *Help children to understand their emotions and feelings better*
- *Help children feel comfortable sharing any concerns or worries*
- *Help children socially to form and maintain relationships*
- *Promote self-esteem and ensure children know that they count on support.*
- *Encourage children to be confident and “dare to be different”*
- *Help children to develop emotional resilience and to manage setbacks*

We promote a mental healthy environment through:

- *Promoting our school values and encouraging a sense of belonging*
- *Promoting pupil voice and opportunities to participate in decision-making*
- *Celebrating academic and non-academic achievements*
- *Providing opportunities to develop a sense of worth through taking responsibility for themselves and others*
- *Providing opportunities to reflect*
- *Access to appropriate support that meets their needs*

We pursue our aims through:

- *Universal, whole school approaches*

- *Support for pupils going through recent difficulties including bereavement.*
- *Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.*

Scope:

This policy should be read in conjunctions with our Health and Safety Policy, SEN Policy where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour, Anti-Bullying, SMSC, Global Citizenship and PSHE. It should sit alongside Child protection procedures.

Lead Members of Staff:

Whilst all staff have a responsibility to promote the mental health of students. Directors, Middle Managers, School Social Workers and School nurses and Designated Safeguarding Lead have a specific responsibility to track and lead Child Protection and Safeguarding. All concerns must be reported to the Designated Safeguarding Lead.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance (<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>) to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted Support:

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- *Circle time approaches or "circle of friends" activities*
- *Targeted use of SEAL resources (UK National Strategy for Social and Emotional aspects of Learning.)*
- *Managing feelings*
- *Managing emotions*
- *Primary Group Work / Mental health and wellbeing groups*
- *Therapeutic activities including art, play, relaxation and mindfulness techniques.*

Identifying needs and Warning Signs:

All staff will complete monthly wellbeing trackers in the form of, identifying a range of possible difficulties including:

- *Attendance*
- *Punctuality*
- *Relationships*
- *Approach to learning*
- *Physical indicators*
- *Negative behaviour patterns*
- *Family circumstances*
- *Recent trauma or life changing events*
- *Health indicators*

School staff may also become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the School Social Worker or any person designated as a child protection, emotional wellbeing and safeguarding officer.

Possible warning signs include:

- *Changes in eating / sleeping habits.*
- *Becoming socially withdrawn*
- *Changes in activity and mood*
- *Talking or joking about self-harm*
- *Expressing feelings of failure, uselessness, or loss of hope*
- *Repeated physical pain or nausea with no evident cause.*
- *An increase in lateness of absenteeism*
- *An evaluation of the bi-weekly wellbeing survey provided to all students year 6 and above through Komodo Surveys*

Working with Parents

In order to support parents, we will:

- *Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.*
- *Make our emotional wellbeing and mental health policy easily accessible to parents through our website.*
- *Share ideas about how parents can support positive mental health in their children.*
- *Keep parents informed about mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.*

Training:

All staff will receive training during Induction week and through weekly department meetings during the year regarding policies and procedures to ensure all pupils are provided excellence in Mental Health and Wellbeing as well as Child Safeguarding policies and procedures.

Training for staff who play a more pivotal role and require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Community Resources:

*This policy MUST follow the **Kuwait National Child Protection Policy and Procedures 2022** As well as the **U.K. Ministry of Education Policy of “Keeping Children Safe in Education”**. The policy and procedures for suspected child abuse or neglect have been provided by the Ministry of Social Affairs in Kuwait and will be presented with any training in regard to Kuwait National English Schools Health and Wellbeing Policy. Any formal communication with the ministry must follow the provided guidelines.*

K.N.E.S Parent / Carer Conduct Policy

1. Purpose of this Policy:

The purpose of this policy is to clarify to all parents and carers our expectations with respect to conduct and behaviour when on Kuwait National English School premises. We expect all parents to adhere to this policy and to clearly communicate the aims of this policy to anyone to whom they delegate the responsibility to care for their child in School.

2. Scope of Policy

This policy applies to all adults visiting school premises for purposes related to children attending Kuwait National English School. This includes the day to day activities of the School including Extra-Curricular Activities. This policy also covers parents attending a parent consultation, school function, fixture or event. Any additional adults, such as visiting family or friends, who accompany parents to the School, are also covered by this policy. It is the parents' responsibility to inform them of the content of this policy.

3. Rationale

Kuwait National English School is committed to safeguarding and promoting the welfare of children and expects all parents and carers to share this commitment.

Kuwait National English School is a happy, caring and friendly school. We believe that the best chance of success for each child exists when there is an effective partnership between home and school. To achieve this, we aim to establish relationships that are professional and respectful and where inappropriate behaviour of any kind is not tolerated.

The core values of the School: Caring, Learning and Communicating encapsulates our approach to positive partnerships with parents.

The School has clear behaviour policies which outline the conduct expected of all pupils through a Whole School Policy on behaviour and engagement as well as specific policies on Behaviour per department.

As indicated in the Behaviour Policies all staff are responsible for modelling positive behaviour and this is a responsibility we believe should be shared by the whole Kuwait National English School community. It is crucial that the relationship between home and school is based on the principles of care, trust and mutual respect to ensure that children are safe and not subject to undue distress and anxiety.

4. Guidance

All parents and carers are expected to:

- Respect the caring ethos and values of the School
- Work together with teachers and support staff for the benefit of their children
- Treat all members of the School community with respect, using appropriate language and behaviour
- Follow the advice and instruction of School staff including those related to security and emergency procedures
- Approach school staff for help to resolve a concern in an appropriate manner, following the correct procedures
- Where a concern has been identified, accept that the School needs to work with a pupil (or pupils) in order to clarify their version of events in order to bring about an appropriate solution
- Correct their child's actions and behaviour especially where it could lead to conflict, aggressive or unsafe behaviour on the School premises
- Report any concern that a child is at risk, has been harmed or that they have made a disclosure. All such information should be reported to the Designated Safeguarding Lead immediately
- Be responsible in the way they record and share images of children other than their own which they record on the School site
- Wear the appropriate School-issued Visitors Pass so that they are identifiable at all times whilst on site.
- Drive safely and with due care and attention when on School grounds and on the roads surrounding School.
- Park safely and courteously, within School grounds and on the roads surrounding School, in marked spaces and not on footpaths.
- Follow the advice and requests of the School's Security Guards, in relation to safety and security.

In order to support a peaceful and safe school environment the School will not tolerate parents or carers exhibiting the following:

- Disruptive behaviour, which interferes or threatens to interfere with any of the School's operation or activities anywhere on the School premises
- Any inappropriate behaviour on the School premises or surrounding parking area
- Physical contact with any child, with the exception of their own
- Threatening, in any way, a member of School staff, visitor, fellow parent/carers or child
- Damaging or destroying school property

- Sending abusive or threatening emails or text/voicemail/phone messages or other written communications to anyone within the School community
- Using children's bathrooms. Parents and carers must use the bathrooms designated for staff/public use and should not enter any children's bathrooms
- Defamatory, offensive or derogatory comments regarding the School or any of the pupils/parents/staff, of the School directly or on Facebook or other social media sites (see Appendix A, page).
- The use of physical or verbal aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child
- Exchanging contact details with a child

Should any of the above occur on school premises, the School may find it is necessary to take action by contacting the appropriate authorities and/or consider banning the offending adult from subsequently entering the School.

5. Banning a Parent from the School Site

The School will consider banning a parent from the School site as a last resort measure, only when all reasonable attempts at mediation have not resulted in a modification of behaviour, or where a one-off incident is considered to be very serious in nature. Any such ban would be fixed-term, with the parents required to make assurances regarding future conduct before the ban was lifted. Parents would have a right to appeal as detailed in the Complaints Policy.

6. Appendix A

1. Inappropriate Use of Social Media Sites

Incidents of parents using Social Media sites to fuel campaigns and complaints against schools, School Directors, school staff, and in some cases other parents or pupils, are being increasingly documented in the world's media. At Kuwait National English School, we consider the use of social media to raise complaints as unacceptable and, where possible, will challenge those responsible for the post and ask them to remove their comments. *If necessary, we will forward those complaints to the appropriate entities (Police / Ministry of Education / Kuwait Child Welfare Authority, Kuwait Cyber Offences Unit or may choose to take legal action).* Any concerns parents may have about the School or their child must be addressed through the appropriate channels where they will be dealt with fairly, appropriately and effectively for all concerned, according to School policy.

2. Libelous or Disparaging Posts

In the event that any parent of a child at Kuwait National English School posts libelous or disparaging comments about the School or its staff on WhatsApp, Facebook or other social media sites, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules

about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. **The School will also expect that the comment will be removed and reserves the right to take further action it deems necessary which could ultimately result in the withdrawal of their child's place in School.**

3. Cyberbullying

The School has a clear Anti-Bullying Policy that details how the issue of cyberbullying amongst pupils is addressed. In the highly unlikely event that a parent uses online means to 'bully' a member of staff in School, then the School will deal with the incident seriously and take appropriate action.

Section 6: Expectations

We take pride at Kuwait National English School to be a family of professionals from the leadership, middle managers, teachers, administration as well as ancillary staff behaving always in an appropriate and decent manners. We always expect all parents and visitors to respect our rules and regulations and behave appropriately. We cannot accept unreasonable manners and believe that any issue can be dealt calmly in the interest of all parties. We expect also students to follow all our regulations and Code of Conduct which should not be considered as a list of sanctions but on the opposite as a benefit for all parties in order to provide teaching and learning in the best atmosphere possible and to ensure success.

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

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

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

a. Student Code of Conduct

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

- A pupil should respect the timings of the school. Be Prompt to Form Tutor time and all classes.
- His/her attendance is compulsory. Absence is only permitted with special written permission from a School Director
- All lateness or absenteeism must be justified.

- No form of Bullying in any form will be tolerated. If any occurrence of bullying occurs, it should be reported to your teacher/s Form Tutor, School Social Worker or the School's Designated Safeguarding Lead immediately.
- Students will refrain from using social media to discuss school related matters and under no circumstance make a reference to any individual. Doing so may lead to suspension or expulsion and referral for criminal charges.
- Bad language on social media whether it is in school or not is unacceptable and is a suspension offence.
- During break times all pupils should leave class. (Only senior pupils are allowed to stay in the computer laboratory or library for personal research).
- The wearing of school uniform in a smart and tidy manner is compulsory for all; Year 12 and Year 13 should wear at all times the full school uniform which includes the blazer.
- Language and attitude should always be appropriate and courteous.
- Smoking and chewing gum are strictly forbidden on the school premises and on the buses.
- Any damage to the buildings, equipment or books (intentional or inadvertent) will have to be paid for by the parents of the pupil/s involved.
- Pupils should label their uniform and not bring any valuable items or too much money to school, only enough money to buy food or drinks in the school cafeteria during breaks should be carried by children and before the clubs (extra curricular activities).
- Pupils should leave their classrooms neat and tidy and not drop litter or otherwise make untidy any part of the school.
- Each pupil should feel a sense of pride towards his/her school and always act in an appropriate way.
- Mobile phones, iPad, Ear Buds etc. are strictly forbidden in the school, unless requested by the teacher for learning purposes and every phone confiscated will not returned back for 5 days to the owner unless the parent of the child concerned comes to collect it at a time/day appropriate and agreed upon by the School Assistant Director.
- Library Books: Pupils are expected to take care of any books they borrow and to return their property. Reminders for overdue books will be sent to the Form Tutors/Class Teachers and, if necessary to parents. Items are on loan on the understanding that in case of damage, loss or long delay in return, the replacement cost will be sent to the school.
- School uniform and equipment brought to school must be named. Pupils should be responsible for their own property, making sure it is named and if mislaid, checking in the appropriate places. Please note the school cannot be responsible for articles that are brought to school and "go missing".
- Pupils should always maintain a smart appearance: tie, shirt inside the pants (with belt)/skirts, black leather shoes- white socks (no sports black shoes). With PE Uniform, completely white runners and white socks must be worn.
- Pupils should always have their hair in a presentable fashion. Male pupils are not allowed to have hair over their collar or extremely short hair. Pupils must not put gel in their hair. Pupils must be shaved.

- Wearing of jewelry including earrings is strictly forbidden and pupil will be asked to remove them.
- Students should not use cartoons or any other inappropriate pictures on their profiles on Microsoft Teams.
- Not adhering to the Student Code of Conduct can result in various levels of discipline including Detention, Suspension, Expulsion and referral to legal authorities.

a. Sixth Form Charter

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

- The nature of their studies means that there are periods on their timetables when they have no classes. These periods are to be used for private study and not for wandering around the school.
- They are not expected to attend registration at 7:15 a.m. if they have no classes early in the morning and they do not have to stay in school until 2:00 p.m. if they have no classes at the end of the day. It is anyhow, highly recommended to be in school normal time.
However, they must sign the Sixth Form book in Reception when entering or leaving the building and they must attend, and be on time for all of their classes, and they must also meet with the Head of Sixth Form Year 12 and 13 Tutor at least once per week to discuss their progress and be informed of any school developments.
- The school provides Sixth Formers with their own study room.
This room is for working and must not be used for any other purpose. The furniture and equipment should not be misused, and the general area must be kept tidy.
Pupils from any other Year or Class must not use the room.
- Because of their unique position in the school, younger pupils look up to Sixth Formers.
This means that they should always set a good example to others by their behavior in class and in public and by their appearance and their punctuality and attendance at classes.
- Students should also be seen to support all school events and policies and Mission.

Sixth Formers should always wear their blazer which is part of their dress code.

c. Partnership Agreement between Parents and School

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

Communication between parents and school is done through the school Portal and Teams Chat.

Letters are also posted on the school website.

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

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

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

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

A special meeting is organized between parents and subject teachers when it is time for Year 9 pupils to choose their IGCSE, GCSE and one meeting at the end of Year 11 for the following year usually in February. A special booklet is also available for this purpose.

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

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

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

The Parent portal and Teams Chat are essential tools to communicate with parents and to set homework and help students with their learning. Parents are welcome to seek advice on these matters from the school.

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

Parents and guardians are expected to:

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

d. Birthday Party / End of Term Celebrations

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

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

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

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

➤ Healthy Eating Policy:

Introduction

At Kuwait National English School, we recognise the connection between a healthy diet and pupils’ ability to concentrate, learn and achieve high standards in school. Therefore, as a health promoting school, we are committed to giving our pupils consistent messages about all aspects of health and encouraging and

developing positive attitudes towards a healthy diet and lifestyle. We regard healthy eating as a whole-school issue and believe that opportunities to teach about the importance of living a healthy lifestyle occur throughout the curriculum. We are committed to helping our pupils to understand the impact of particular behaviours and encourage them to take responsibility for the choices they make.

Aims

- To improve the health of pupils, staff and their families by helping to influence their eating habits through increasing their knowledge and awareness of food issues including what constitutes a healthy diet, hygienic food preparation and food storage.
- To ensure pupils are well-nourished at school and that every pupil has access to safe, tasty and nutritious food and a safe, easily available water supply during the school day.
- To encourage all pupils to make healthy food choices.
- To ensure that food provision in school reflects the ethical and medical requirements of pupils and staff, e.g. vegetarian, religious, medical and allergenic needs.
- To provide opportunities for pupils and adults to share food as a way to build mixed age group friendships and to celebrate cultural diversity.

Objectives

- To integrate the aims of Healthy Eating into all aspects of school life, in particular food provision within the school, the curriculum, pastoral and social activities.
- To work towards ensuring that this policy is both accepted and implemented by all members of the school community.
- To ensure that all staff with responsibility for food have basic food hygiene training.

Water Provision

- > At KNES we actively encourage all pupils to drink water each day. Water bottles are available in the cafeteria and can be kept in classrooms. Children are encouraged to drink more after physical exercise and on hot days.
- > Water is available in water fountain around the school. Staff have access to a water cooler in the staff room and have water in class, modelling frequent drinking to the children. We believe that such access to drinking water:
 - > Promotes good health and wellbeing amongst pupils, staff and other adults;
 - > Reduces tiredness, irritability and distraction from thirst;
 - > Can have a positive effect on pupils' concentration throughout the day;
 - > Raises awareness of the importance of adequate fluid intake as part of a healthy life.
 - > Demonstrates to parents, carers and the local community that the school values pupils' health and wellbeing.

Snacks

We encourage children to have a snack at break time to support concentration and as a way of eating fruit or vegetables daily. Children are encouraged to buy from the cafeteria or to bring fresh or dried fruit or vegetables for consumption during playtimes. No other snack is allowed during break time.

Lunchtime food provision

The school provides meals in our school canteen “Gourmet Corner” and a huge indoor fully furnished canteen to eat packed lunches. All children have their lunch hour during the day. EYFS children use the garden for lunch. All other pupils use the cafeteria.

Cafeteria – Gourmet Corner:

At KNES we try to make the dining environment as pleasant, calm and enjoyable as possible. Staff are on break duties to encourage all children – both those using the cafeteria food or having packed lunch – to eat their meal and to offer assistance where needed. All children in the cafeteria are encouraged to eat well; they are encouraged to “try” all foods chosen and praise is given for this.

Children will be encouraged to develop good eating skills and table manners at lunch time and will be given plenty of time to eat. This will be achieved by:

- > entering and leaving the cafeteria in an orderly way, to show respect for those who are eating;
- > sitting freely with their friends
- > eating school meals from the cafeteria and packed lunches together
- > being encouraged to try a variety of foods at lunchtimes to develop a balanced diet
- > saying please and thank you
- > Parents or carers being advised if their child is not eating well Whilst the dining staff and teachers strive to keep the noise level down in the cafeteria and to encourage the children to finish their meals in the time allocated, the children are encouraged to enjoy talking with their friends on their table whilst eating.
- > School meals at KNES engages the services of the catering trained staff who provide meals which meet the national guidelines from the Ministry of Education in Kuwait. A menu is on display for pupils to look at before they make their choices. Whilst being served the cafeteria staff discuss their choices with children and encourage them to try new foods.
- > Drink of water, milk or juice is always available. Packed Lunches All children are encouraged to eat their sandwiches, wraps, pasta and other savoury foods first, then to move on to yogurts and fruit, leaving cake and biscuit items to last. Drinks in cartons, plastic bottles and flasks are allowed but fizzy drinks in cans or glass bottles are not permitted.
- > Children may not bring sweets and confectionery items as part of their lunch. Water is available from the fountain for pupils who may have forgotten a drink or who want more than what has been provided as part of their lunch. Children put all their litter in the litter bin.

e. Procedures for Pupils Entering and Exiting School Each Day

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

Parents are expected to arrive promptly at the conclusion of the school day to collect their child/ren.

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

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

For all departments, under no circumstances are parents to collect their child/ren from the classrooms. In the event a child needs to leave early, parents must wait at the reception area until the child has been brought to them.

School doors open at 7am and closes at 4pm.

Classes start at 7:15am

Classes end at 1:15 for SEN, 1:10 for EYFS, 1:55pm in Primary and 2:00pm in Secondary.

After school activities/enrichment program will take place afterwards as well as Aftercare for the little ones.

Please note:

- KG students will enter and exit from Gate 1
- Reception students will enter from Gate 2 and exit from Gate 3
- KS1 (Year 1 and 2) students will enter and exit from Gate 3
- KS2 (Year 3-6) students will enter and exit from Gate 6
- Secondary students will enter and exit from Gate 7
- SEN students will enter and exit from Gate 6
- Bus students will enter and exit from Gate 5

f. Scholarship (under review)

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

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

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

g. Library Rules:

The library should adopt a set of rules for its proper functioning.

- All students and staff of the school are members of the library and have access to our digital library.
- A student can borrow only one book at a time from the bookshelves.
- A staff member can borrow maximum 10 books at a time for a period of one month.

- Books will be issued to the students, during the library periods. No book will be issued or returned during the teaching hours.
- Marking, underlining or writing on library books, periodicals, and newspapers is strictly forbidden.
- Reference books and current periodicals will not be issued to any member. These can be consulted only in the library.
- If the books are not returned within the specified time, it will be viewed seriously and fine will be charged as per rules.
- The librarian may call for a book at any time, even if the normal period of loan has not expired.
- In case a book is misused, wrongly handled, or lost the person concerned will have to replace the book or pay the current market price of the book.
- After reading, make sure that the books, periodicals, and newspapers are kept back at their respective places.
- The members should take good care of library furnishings and equipment. Make sure the library looks as good when you leave as it did when you came in.
- Drink and food are not allowed in the library.
- Library computers are for academic purpose only. Do not tamper with the computer settings. Follow the internet safety guidelines.

NB If a pupil does not return a book at the end of the term, reports will be withheld.

h. Student Council

The student council is composed of class representatives from Year 6 onwards, Head Boy, Head Girl, and School Prefect. Class representatives are elected by their peers. Head boy, Head girl and School Prefect are elected as well but the final decision will be made by the SLT, middle managers and teachers based on criteria related to role models that they will play in their school life during the academic year. The student council meets on regular basis with agenda and minutes to organise events and charity drives that they will submit to the SLT for approval. The student council plays an important role in their school life. This is why the members should show initiative, leadership and excellent communication skills and should act at all times with respect of the Code of Conduct and rules and regulations in place in school.

i. List of Special Events throughout the school

- Parent Teacher Conferences
- Topic of main Assemblies:
- Mission Statement, Remembrance Day and Poppy Appeal Campaign, Tolerance Day and Tolerance Week, Peace Day, Anniversary of the Declaration of Human Rights Day, Refugee Crisis, Climate Change, General/Class assemblies
- Costume Day (October)
- Teddy Bear Picnic (Early Years)
- UNESCO Tolerance Week
- School trips
- Transition Activities - Reception – Year 1, Year 6-Year 7, other year groups e.g., Year 3-4 etc.
- Competitions:
- Show and Tell, Choral Verse, Maths Quiz, Science Quiz, English Quiz, Maths Relay, Athletics, Mangahigh Maths Competition (Primary and Secondary), Leeds University Mathematics Challenge (Secondary), Gust University Mathematics Challenge (Secondary), Coding Competition, Global Social Leaders Competition (Secondary) and Debates (Secondary)
- Maths Focus Day
- Science and Technology Fair (Year 6 and Secondary)
- Robotic

- STEM Challenge
- Winter Concert (EYFS and Primary)
- Friendship Day (February)
- National Day Celebration
- Girgian Celebrations (EYFS and Primary)
- Sports Day
- King's Birthday Celebration (EYFS)
- Literacy (Book Week)
- Book Character Day
- International Environment Day/Earth Day
- International Day
- Summer Concert (EYFS and Primary)
- Parents IGCSE Night for Year 9 students
- Careers night for Year 11 students.
- After school Enrichment Activities (Primary and Secondary) and Aftercare (EYFS) daily.
- Graduations

Section 7: KNES Organizational Chart

