



BSB

The British School in Baku

PRIMARY SCHOOL STAFF HANDBOOK

Welcome to BSB,

Congratulations on joining our teaching staff at the British School in Baku.

It can often be a daunting experience to join an established international school and we strongly encourage you to ask as many questions as you need. However, the purpose of the Staff Handbook is to provide guidance on the key aspects of daily life at BSB, to help you settle into your role as quickly and smoothly as possible.

Many of the points discussed in the Staff Handbook are simplified overviews of detailed policies and procedures. It is part of your professional responsibility to read the school policies and ensure that you understand how they are implemented at BSB. Policies can be downloaded from the school website and copies are kept by the school Principal and Deputy Principal. These policies and procedures are crucial in creating a safe, enjoyable environment in which high quality teaching and learning can take place.

It is important to possess a responsible attitude and work ethic in your daily routine at school while also maintaining a healthy work and life balance, to ensure that you can fulfil your duties at BSB effectively and creatively. Should you require advice in relation to this, please do not hesitate to speak to the school senior management team.

Each member of staff is a manager of their own class and, as such, your responsibilities are more than teaching the curriculum and providing the tools to enable pupils to learn. Your responsibilities include managing pupil behaviour and attitudes, monitoring for correct pupil school uniform, keeping accurate and up to date records of pupil progress, implementing and analysing formative and summative assessments and maintaining regular communication with parents.

In addition, you need to show a caring attitude towards your pupils, the school embraces positive discipline and makes effective use of mindfulness. Active participation in the weekly staff training sessions is mandatory and highly beneficial to the staff, who all enjoy learning about and implementing modern teaching practice. You are also expected to contribute and participate in various school activities, festivals and outings. It must be noted that tardiness is not accepted, and you need to attend all school functions on time, this includes the beginning of the school day.

The structure of the school is fluid from year to year depending upon pupil numbers, however, there are usually 2 or 3 classes in each Year group with a maximum of 20 pupils in a class. Each Year group has a local class that is taught by one of our local qualified teachers, and an expat class taught by one of our expat teachers. Most of our expat teachers are British trained and qualified. Each class from Reception to Year 4 has a designated Teaching Assistant, whilst Year 5 and Year 6 share a Teaching Assistant each. Our teams are friendly and professional and will help you to fit in straight away.

Please read through the Staff Handbook and raise any questions that come to mind.

Once again, welcome to BSB Secondary School, we wish you a fun, successful and engaging academic year.

A

ACCIDENT POLICY

1.1 If a pupil has an accident at school, staff on duty or in the classroom will take the child to the school doctor. The doctor will decide what action/treatment is required. The doctor must complete the relevant forms for the pupil's parents. The staff member who witnessed the accident will either write an incident report or record the accident in the Playground Monitoring Book, depending upon the severity of the accident.

Doctor/Nurse should give information immediately to Class Teacher/Principal. In some cases parents need to take information from school administration, therefore its major part of procedure.

1.2 Minor incidents, such as scrapes, bumps, cuts etc, will be dealt with as deemed appropriate. In each case, the doctor must fill out a report and a form to be sent home to the parents. This will enable parents to be kept aware of what has occurred at school. For more serious injuries, such as a sports injury, broken bones etc, the doctor will decide if it is necessary to take a child to the hospital. The principal will be notified, and the school will call the parents as well, if the pupil is taken to hospital.

1.3 Staff are always on duty to supervise break times and always attempt to minimize any incidents or accidents. Please refer to the Supervision rota created by the Deputy Principal.

ABSENCE FROM SCHOOL

1.1 If parents know that their child will not be attending school on a certain day, they must call the school office and inform the Administrative staff. If a pupil is absent for more than 3 days, the class teacher must inform the PA to the Principal so that we can contact home. Staff absence must be reported via email to the **Deputy Principal/Principal** and NOT via a personal WhatsApp message. Local staff are allowed 3 individual days of absence in a term. Expats are allowed 6 days of paid leave throughout the year. If you exceed these days, a review will be held by the school senior management team.

ADMISSIONS

1.1 Our class size is generally a maximum of 20. Interviews for new admissions take place in June and August/September. However, pupils are admitted throughout the year if school numbers permit. Form Tutors are responsible for ensuring that any new pupil in their group has all the necessary equipment (timetable, text books, notebooks, diary etc), and ensure that the pupil is shown around the school by another pupil in their Year Group.

1.2 The Administrative Office and class teachers keep all pupil record files/tests. If there is a concern regarding a pupil's suitability to an expat class (ability), or to the school in general (behavioural issues, lack of English) this must be flagged up with the school senior management team as early as possible so that a review can be carried out.

ASSESSMENT, RECORD-KEEPING & RECORDING

1.1 Assessment procedures are in place for pupils entering the school. These comprise not only written tests, but also interviews. These assessments allow BSB to correctly place the pupils in the appropriate class and make provision for their learning needs. Pupils in Reception and Year1 are given a vocabulary test and an interview as part of the admission procedure.

1.2 Assessing pupil's progress is a vital part of our school work and several school policies relate to this. There are policies for Assessment and Marking. Staff have a programme of assessment which is formal and laid out in the policies. Teachers in BSB use formative, summative and diagnostic assessment methods in all departments.

1.3 Teachers carry out ongoing assessments both formally and informally during, and at the end of a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in the teacher's own record books and/or the pupil's own books.

1.4 Summative assessments occur at defined periods of the academic year, (usually towards the end of each term) In the Primary Department these include internally set tests each term, and additional Cambridge Progression tests for years 3-5, and Cambridge Checkpoint tests for Year 6, in the Summer term.

ATTENDANCE

1.1 BSB aspires to give children the best education possible. Therefore, except in the case of sickness, the expectation is that children should maintain a 100% attendance record and arrive at school punctually each day. Pupils who are regularly late or absent must be flagged with the PA to the Principal so that attendance can be monitored, and parents informed.

1.2 When children arrive late for school it causes disruption in the class, not only for the child who arrives late, but for all children in the class- pupils who arrive after 8.50am must have their name given to the PA to the Principal.

1.3 Mornings

Security staff and teachers will be on duty outside to supervise pupils who arrive before 8:15am. Assistant teachers will be ready at 8.15 am to receive pupils in the area, where pupils line up on the playground, in front of Reception. Class teachers will be with assistant teachers at 8:20am. A bell will ring at 8.25am and pupils go to their respective lessons. Teachers will be ready to begin lessons according to their timetables. Primary school lessons begin at 8:40am promptly, and Secondary lessons begin at 8:50am.

1.4 Pupils should arrive at the school not later than 8:30am to ensure that teachers can register Attendance, and enable pupils to prepare for lessons. Pupils who arrive after 8.40am are marked as late.

1.5 Afternoons

When school ends, KS1 proceeds to the front of the outdoor reception area at 2:45pm.

Year Three and Year Four follow at 2:50pm, and Year Five and Six at 3:00pm.

(The exceptions are Year 6 Azeri classes who are met by their Azeri teacher in class).

Teachers will wait with pupils until 3:10pm. Remaining pupils must then wait in the outdoor

reception area with security.

Pupils are not allowed back into school to play or wait for parents, drivers or siblings, but must wait inside the outdoor reception area.

1.6 Parents are required to telephone the office between 8:00am and 8:30am on the first day of the absence. Any child who accumulates a total of 5 unexcused absences will be sent a warning letter, requesting adherence to the school policy regarding absences.

If the total number reaches 10 unexcused absences, the parents will be required to attend a meeting with the Principal. Parents who wish to take their child out of school for any length of time, must normally inform the pupil's teacher and the school office, one week in advance.

1.7 A pupil is marked absent if they are not physically/actually present for classes, even if the cause of the absence is beyond their control. When a pupil is away from an afternoon school activity, this does not count as an absence. Registration takes place between 8:30 -8:40am. Pupils who are not present when the register is taken, will be marked absent. Any pupil who arrives after registration will be entered as present but late. The number of times a pupil is absent/late is recorded in the electronic register.

1.8 The school considers it unacceptable for a pupil to be absent for extended vacations or family outings and parties during school hours.

B

BEHAVIOUR

1.1 Our belief is that children respond positively to praise and the setting of clear expectations. We also recognise that both rewards and discipline should be conducted in a fair and consistent manner which are appropriate to the behaviour demonstrated by the child.

1.2 Achievements and rewards

One of the core values throughout this policy is praise. It is important that all children see the positive benefits of following the rules. BSB Primary School incorporates a range of positive rewards within the working day/week/term of school. We do not believe in a system that designates First Place, Second Place etc. in the classroom, where Academic or other achievements are concerned. Instead we recognize achievement with specific awards, such as Academic Excellence Award, Excellent Behaviour, Star of the Week Award etc. We wish to encourage all pupils to participate and learn, and we do not want to promote the idea that the learning process is a competition, because it could be considered counter-productive to the overall learning process of the whole class. While we do encourage healthy competition, we would rather that pupils focus on the learning taking place in the class instead of trying to compete against each other.

1.3 House points – Every child can gain house points for his/her house. These can be awarded for a range of achievements including good effort in work, showing respect to others, examples of care towards others and giving praise and encouragement to their peers. Each week the collective house points for the week are read out in assembly. The houses are Red, Green and Blue and all new pupils are allocated a colour. If a pupil has a sibling in the school, they will be put into the same house as that of their brother or sister.

1.4 Commendations- At any point in the term all staff can award commendations for those children who they feel have shown good practice in one of the core areas. Examples of this may include showing kindness to younger pupils who were upset or anxious about something; examples of good manners around the school, or personal achievements in their work inside class, and actions which uphold the core values in school.

1.5 Pupils of the term- At the end of each term 2 children from each class are awarded a certificate for one of the following attributes:

- Exemplary Behaviour
- Academic excellence

1.6 Consequences: Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour, and to protect the security and stability of the school community. In an environment where respect is central loss of respect, or disapproval, is a powerful deterrent.

BEHAVIOURAL SANCTIONS

1.1 Wherever possible we hope all pupils will be self-disciplined. To encourage this, we try to build on praise, certificates presented at assemblies etc. The way that pupils' work is marked also has a bearing on this building of self-esteem that the school is trying to encourage.

1.2 Class Teachers should make time to discuss the school rules with the pupils at the start of the school year. General rules for school, such as not running, throwing anything, keeping to the right in corridors/stairs, keeping cloakrooms, canteens and classrooms tidy, wearing the correct school uniform, correct behaviour towards each other and so on, is reinforced by all staff.

1.3 Every member of staff will deal with any breach of school rules that they observe, immediately, efficiently and fairly. It is important that the pupils see no distinction in this respect between the various groups of adults, such as Teachers, Assistant Teachers or Administrative staff. **The Deputy Principal will oversee pupil discipline, and will cooperate with the Principal on disciplinary issues when and where necessary. The Principal has overall jurisdiction over all school discipline.**

1.4 Pupils can behave poorly and dealing with this quickly and consistently is important. Initially, bad behaviour should be dealt with by the class/subject teacher, and may take the form of a discussion with the pupil. Minor offences will be dealt with within the classroom, by reminding the child of the rule or task or introducing such consequences as withdrawal of privileges. Pupils should be given 3 clear warnings before the behaviour can be classed as 'persistent'.

1.5 For persistent poor behaviour, pupils can be put onto detention for 20 minutes. A Detention Referral Slip will be completed and returned to the Deputy Principal. Specific days during the week will be allocated to detention and the Deputy Principal will inform the class teacher when the detention will take place. Assistant or class teachers will escort pupils to the Deputy Principal's office, where the detention will occur.

1.6 During the detention period, pupils will be required to complete a Reflective Self-Evaluation Form with regard to their behaviour/discipline issue. The aim is to assist pupils in developing skills so that they can self-regulate their emotions and reactions in the future. In this way, pupils will hopefully take ownership of their own actions and learn valuable life skills.

1.7 A record of pupils placed in detention will be kept by the Deputy Principal. If a pupil has been placed on detention on three occasions in one week, or five occasions in a month,

further disciplinary action will be considered by the Deputy Principal, in consultation with the Principal. The pupil could be placed on a daily report, or exclusion from the class for a brief period may also be implemented in extreme cases.

1.8 If, after these steps have been followed, there is no improvement in the pupil's behaviour, or for more serious problems, then the Deputy Principal will inform the Principal. Depending on the nature of the problem, the Deputy Director-General may also be notified/become involved in further disciplinary procedures.

1.9 Persistent misbehaviour will be dealt with in the following ways:

- the parents will be asked to a meeting with the Class Teacher, Principal and Deputy Principal.
- A home/school contract may be used – working with parents to produce a programme to encourage improvements in behaviour
- In extreme cases, the Principal and Deputy Principal may decide that a child must be restrained using reasonable force. Report cards or a period of exclusion may be necessary.

2.1 The sanctions (Disciplinary measures) utilised will be applied to all pupils equally and fairly. These sanctions can be found under DISCIPLINE. Parents will be sent a letter at the start of the year, which will explain the sanctions and procedures. After three strikes in class, a pupil will be given one-hour detention after school on Tuesday. If a pupil's misbehaviour continues, the discipline will proceed to the next level, with a two-hour detention. The next level will see a pupil excluded from their class. If this fails, the pupil may be asked not to attend school for a day or two. If all previous measures have failed to change a pupil's behaviour, the final stage in sanctions procedure could be dismissal from the school by the CEO of the school, in extreme cases.

1.8 Counselling pupils about their behaviour, and the consequences, as well as a means of providing support for pupils will be practiced by all staff as an initial response to poor behaviour. Often, pupils may misbehave because of emotional turmoil or other issues troubling the pupil. Teachers will attempt to determine whether the misbehaviour is due to insolence or because of inner conflicts, and only apply disciplinary measures when appropriate. Finally, praise will always be given to pupils when it is deserved.

2.1 Disciplinary Procedures: It is important that all children, staff and parents are familiar with the steps that will be taken, if rules have been disregarded. This policy uses a vertical discipline step system which is shown below.

LEVEL 1

1. Routine Daily Incidents; for example, lateness to lessons or lack of homework/class work, disruptive behaviour, no books, etc.

ACTION:

The class teacher will manage any incident using the three strikes method.

First time- clear verbal warning.

Second time -name on board.

Third time – mark next to name and pupil name emailed to the Deputy Principal.

CONSEQUENCE

Third time – 20 minutes detention with the Deputy Principal. There is no need to write an incident form.

LEVEL 2

1. When a pupil has 3 detentions in a month or a term.

2. For a significant incident such as persistent disruptions or lack of work/homework.

ACTION

The Teacher will fill out an incident form (see Behaviour policy Appendix) and hand it to the Deputy

Principal.

The parents will be notified via an email.

CONSEQUENCE

The pupil will undergo a one-hour detention after school with the Deputy Principal.

LEVEL 3

1. Failing to maintain progress after a level 2 sanction.

2. For a significant incident, for example, 3 level 1 detentions and/or persistent disruptions/lack of work/homework. ACTION

The teacher will fill out an incident form including the names of any witnesses where necessary.

The teacher will hand these forms to the Deputy Principal who will interview any pupils involved.

The parents will be notified of the detention by email.

CONSEQUENCE

The pupil will undergo a two-hour detention after school with the Deputy Principal.

And/Or, where the incident involves other pupils in the class the pupil will be isolated from the class for the day to include breaktime and lunchtime.

The pupil will be placed on Behavioural Report for 1 week (See Behaviour Policy Appendix). This includes specialist teachers such as Art, ICT etc...The outcome of the week's report will be sent to the Deputy Principal.

LEVEL 4

1. For a serious incident, such as, fighting, bullying, disrespecting staff, damage to property, etc.

ACTION

The teacher will fill out an incident form including the names of any witnesses where necessary.

The teacher will hand the form to the Deputy Principal who will investigate the allegations.

The parents will be requested by email to meet with the Deputy Principal to discuss the concerns regarding their child's behaviour.

Depending upon the seriousness of the incident, the Principal may also be involved in this meeting.

CONSEQUENCE

Possible isolation for 1 day, which involves pupils going to another class to do their studies.

The pupil will be placed on the Behavioural Report for two weeks, the outcomes of which will be given to the Deputy Principal.

LEVEL 5

1. Failing to meet targets set while on the Behaviour Report.

2. A very serious incident, for example, failure to adhere to previous sanctions/ agreements with blatant disregard for the school, complete disrespect for staff, violent behaviour etc...

ACTION

The teacher will fill out an incident form including the names/classes of any witnesses and pass to the Deputy Principal. The Deputy Principal will discuss the incident with the Principal, following an investigation if it is a serious incident.

The parents and pupil will be invited to a meeting with the Principal and Deputy Principal.

CONSEQUENCE

A period of Exclusion will be enforced. 1-5 days, depending upon the severity of the serious incident.

The pupil will be placed on a two-week Behavioural Report, upon return.

A review of the pupil's behaviour will be conducted after the two weeks, and the pupil, parents and Principal/Deputy Principal will hold a review meeting.

Behavioural/Action targets will be set using the self-review form (See Behaviour Policy Appendix).

A Behavioural Agreement will be signed by the pupil, parents and Principal/Deputy Principal.

LEVEL 6

1. Failing to meet agreement obligations.
2. Another very serious incident such as, failure to adhere to previous sanction/agreements and blatant disregard for school rules.
3. One critical incident, for example, as with a very serious incident, but over a longer period with major disruptions to teaching and learning.

ACTION

The teacher will fill out an incident form including the names/classes of any witnesses and pass to the Deputy Principal. The Deputy Principal will discuss the incident with the Principal, following an investigation if it is a serious incident.

The parents will be called into a meeting with the Principal, Deputy Principal and the CEO

CONSEQUENCE

A final behaviour agreement may be signed and/or a period of exclusion may be decided upon.

As a last resort, the CEO and Principal may consult and decide that expulsion from the school is in the best interest of the other pupils and the school.

2.2 In the case of an incident where the child's behaviour is so challenging that they have put themselves or others (including staff) at risk, or in the case of a child who has used extreme physical violence toward any member of the school community, the Principal and CEO will carry out the appropriate exclusion consultations and, if necessary, exclusion, either temporary or permanent will occur.

BULLYING

1.1 In line with the British School in Baku's aims, the school is committed to the wellbeing of all pupils, and ensuring that the school environment is a safe place to learn and flourish, free from bullying. We encourage every child to act with integrity, responsibility and concern for others.

1.2 Our aim is to establish an environment where bullying is discouraged, and to help members of the school community deal with bullying when it occurs and, even more importantly, to prevent it. Where a pupil engages in severe or persistent bullying, the sanction may ultimately be permanent exclusion.

1.3 BSB is fully committed to ensuring that the application of this Anti-Bullying Policy is non-discriminatory in line with the UK Equality Act (2010). This policy is applicable to all pupils in both the Primary and Secondary Departments. BSB seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.4 The Anti-bullying document is available to all interested parties on our website and on request from the school offices. and should be read in conjunction with the following documents: Child Protection; Behaviour, Discipline and PSHCE Schemes of work policy documents.

C

CANTEEN

1.1 1.1 The school has a large canteen in the secondary School, which is open from 10am to 3pm. It serves hot food, snacks and drinks. Primary pupils are only allowed to purchase bottled water, Ayran and juice but all hot food is free for the Primary pupils. All food is Halal.

CHILD PROTECTION POLICY

1.1 The British School in Baku (BSB) fully recognises its responsibilities towards protecting all pupils, and is fully committed to promoting the safeguarding of children. This policy complies with Section 2.2 of the DFE Safeguarding Children and Safer Recruitment in Education; Statutory guidance, and has regard to DFE 'Working Together to Safeguard Children' and 'What to do if you're worried a child is being abused'.

1.2 BSB operates safe recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations). BSB requires its management and staff to undertake training in child protection on appointment and updated policies and training every three years. Designated Child Protection Officers are required to undertake training in child protection every two years. All staff including the Principal/Deputy Principal, part-time, volunteers, temporary staff and college/university pupils receive Child Protection training on appointment as part of their induction and this is updated every two years.

1.4 The school keeps a record of all child protection allegations or concerns.

1.5 The Child Protection (Safeguarding) policy is reviewed annually to ensure that it reflects local procedures. The policy applies to all staff, governors and volunteers working in the school. BSB is fully committed to ensuring that the application of this Child Protection (Safeguarding) policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.6 The policy is applicable to all pupils in both the Primary and Secondary Departments, and BSB seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.7 The main aims of our Child Protection Policy are:

- to ensure that we practice safe recruitment in checking the suitability of staff and volunteers to work with children in compliance with Independent Schools Standards Regulations
- to establish a safe environment in which children can learn and develop in ways that will foster security, confidence and independence
- to provide all BSB staff, (full time, part time, teaching, support, regular school visitors, volunteers) with the necessary information to enable them to meet their child protection responsibilities
- to ensure consistent good practice
- to demonstrate to pupils, staff and parents, BSB Secondary School's commitment with regard to child protection (safeguarding)
- to raise awareness of child protection issues and equip children with the skills needed to keep them safe
- to develop and implement procedures for identifying and reporting cases, or suspected cases of abuse

- to support pupils who have been abused in accordance with his/her agreed child protection plan
- to support other BSB policies and procedures relating to the safeguarding and welfare of all pupils and staff at BSB Secondary school.

1.9 This document is available on the school website or on request from the school offices.

CLOSURE OF THE SCHOOL

1.1 In the rare event that the school must close at short notice (e.g. because of severe weather conditions) parents and staff will be informed as soon as possible by means of telephone. Additional details will be posted on the website or sent by email.

1.2 Pupils are to be collected from their classrooms by parents or drivers. Teachers need to ensure that their pupils are collected by the parent or driver meant to collect them.

CLUBS AND ACTIVITIES

1.1 Activities/Clubs will be held on Monday & Wednesday Afternoons (Primary) and Tuesday & Thursday afternoons (Secondary). Clubs start at 15:15 and end at 16:00. Teachers can choose the club that they wish to lead. Many teachers run clubs that relate to their own hobbies or interests.

1.2 Dates and times when the clubs will commence and end each term will be provided by the administrative office. Clubs usually begin in the second or third week of each term, and end about 1-2 weeks before the end of term.

1.3 Each class teacher will be given forms to send home with their pupils which must be returned to the Administrative office in a timely fashion. Encourage pupils to sign up for clubs.

COLLECTION OF MONEY

1.1 On the occasions pupils or others bring in money; this should be put away safely as soon as possible. The best method is to put the money in a sealed envelope or box and hand it to the respective Administrative Office for safe keeping. Pupils should be discouraged from bringing money in except for special occasions such as charity purchases.

1.2 Pupils in Secondary may bring money to purchase water and juice from the canteen. The money for this should be collected at the beginning of the day and taken to the canteen when the Teaching Assistant collects the snacks for the class. Pupils are not allowed to purchase any other items from the canteen. All staff who are in the canteen, whether on duty or on lunch break, need to be vigilant in this regard, and ensure that pupils only purchase water, Ayran and juice.

COLLECTION OF PUPILS

1.1 The respective Administrative Office staff will ensure that pupils are collected by appropriate adults. Pupils will not be allowed to leave the school during normal school hours without a permission slip signed by the Principal/Deputy Principal. This slip will only be signed once the parents have phoned the school to ask permission. The slip can be collected from the school office.

COMMUNICATION WITH PARENTS

1.1 The school has formal methods in place for this. Parents' consultation evenings are planned for the Autumn and Spring terms. There are also occasional parents' educational meetings held during the school year. In addition to these methods the school communicates via the newsletters which are sent out on a regular basis, normally by email.

1.2 Sometimes parents wish to meet to discuss their child with the Class Teacher. This is part of school policy but should follow an agreed appointment process, unless the communication is very brief.

If there are issues of complaints, then our agreed Complaints Policy should be followed (please refer to this). Should a parent come to school in the morning without an appointment, staff are to briefly discuss issues with the parent and ask them to arrange a suitable time where matters can be discussed and dealt with. If a more detailed discussion is required ask the parents to contact the school office.

1.3 Another form of communication is the Homework Diary. Comments about behaviour or academic results can be written in the diary for the you to read. Class Teachers check each pupil's diary on a daily and weekly basis. Teachers ensure that the diary is completed daily by the pupil and signed, weekly, by parents. This diary forms part of the communication between you and the staff, and staff should ensure that it is used correctly by the pupils. You can thus communicate your suggestions and concerns through the diary as well as face to face.

1.4 All classes make use of the Class Dojo App which can be downloaded for free from the App store. Codes are generated via the App and then sent home to parents so that they can access it. It is expected that class teachers and Teaching Assistants will record House Points on Class Dojo, send home messages to parents when necessary and share photographs of school events and class assemblies. It is an effective method for maintaining useful communication.

CONCERNS / COMPLAINTS

1.1 Parents can arrange an appointment at a mutually suitable time with their child's Class/Specialist teacher. An unscheduled meeting with parents in the morning is discouraged, as it causes disruptions, and teachers need to register pupils and prepare the pupils for the first lesson. Staff may engage briefly with parents in the morning, but it would be better to arrange a time that is mutually acceptable for both the teacher and the parent in the afternoons. Meetings with teachers or the Principal/Deputy Principal, are arranged by calling the Administration office, and speaking to the Administration Manager. The Principal can be called to address parents who refuse to comply with this policy.

1.2 In addition, an initial discussion is held with parents at the start of the school year and formal meetings are arranged each term as well.

1.2 Where parents have a concern, or wish to share a concern from home, the following steps can be taken.

Always discuss concerns with the class/subject Teacher to begin with. It is helpful to share concerns in this way whether related to school or home.

If parents wish to discuss concerns further, appointments can be made to see the Principal or Deputy Principal. Parents should be encouraged to only see the CEO as a very last resort.

1.4 We believe that open communication is the best way to work together to benefit our

pupils. While we fully understand the concerns parents may have regarding any incidents or issues, it is imperative that correct protocol is adhered to and appointments are made as per school policy.

CURRICULUM

1.1 BSB is an English Medium School. Children in BSB's Primary Department follow a combination of the Cambridge Primary Curriculum and the National Curriculum of England and Wales. Both are adapted in-line with the school's international context. The three core subjects, (Literacy, Numeracy & Science), are given the statutory weekly time allowance, and between them take almost half of the available teaching time in specifically structured and focused lessons.

1.2 The other foundation subjects include History, Geography, Art, ICT, Design & Technology, Music, PSHE and PE. ICT, PE, Art and Music are taught by specialist teachers and not the class teacher. Children use a scheme for the core subjects. BSB Primary School children use the Nelson and Collins series for Literacy, the Abacus Evolve Framework Edition (Pearson Publishers) for Numeracy, and the Collins International Science series, (endorsed by Cambridge). These provide opportunities for assessment throughout the school year. In addition, pupils study topics in Geography and History from the English National curriculum. The Oxford Reading Tree is the core reading scheme for all pupils. The Nelson Handwriting script is the accepted style of handwriting at BSB Primary School. In addition, KS 1 classes use Jolly Phonics.

1.3 Full details of the curriculum are available via the Primary Department's Administrative Office or the Principal. This includes the structure of the curriculum for Key Stages 1 and 2.

1.4 Azeri studies are mandatory for all Azeri Nationals. This is taught alongside the formal English Curriculum, to provide Azeri citizens with the required Azeri Certificate. These lessons form part of the normal timetable in both the Primary and Secondary Departments. Non-Azeri pupils are given additional Literacy lessons with our support department during the 2 hours of weekly Azeri teaching.

1.5 A SEN department accommodate the learning needs of children and provide support to teachers through classroom intervention and training. The emphasis of these departments is to have an inclusive approach and to encourage differentiated learning in the class environment, although they can provide some individual support and individual counselling if appropriate.

Training in the SEN department is ongoing, to ensure that teachers are familiar with the latest techniques and methodology. Global English ESL books are used to assist learners who require it.

D

DATES

1.1 BSB uses the British form of writing dates, and to ensure consistency throughout

the school, teachers are asked to display it as follows:

LONG FORM: Day, Date, Month, Year Monday 11th September 2020

SHORT FORM: Date, Month, Year 11.09.20

1.2 The long form can be used for English and the Foundation subjects. The short form can be used for Mathematics and Science.

DAY TRIPS

1.1 Each pupil must have a consent form completed by their parents before they are able to go on any school trip outside school. The policy on trips are read by all members of staff and the contents are strictly adhered to.

1.2 Before going on any trip, a risk analysis form will be completed, as well as a request form that details information on the trip, location and dates by the class teacher. These forms will be handed to the Principal for approval.

1.3 On all day trips, staff will take a medical kit which can be collected from the school doctor's office, and a member of the security staff will also accompany the pupils on an outing.

DETENTIONS

1.1 Detentions are described fully in the school behaviour policy and it is the responsibility of all staff to read and understand this policy fully.

1.2 Pupils must receive 3 warnings before a detention is issued, unless there is a serious event or action (such events are described clearly in the behaviour policy). Once the detention has been issued, the teacher completes the detention request slip and sends it to the Deputy Principal. Detentions are run twice daily by the Deputy Principal, at play times. A detention time will be decided by the Deputy Principal and communicated to the teacher by email. The detention slips are kept on record.

DISPLAYS

1.1 The school sets a high standard for the display of pupils' work, both in the classrooms and shared areas. It is important that the display work reflects the range of pupils in the class, so as not to just show work from the most gifted pupils. Nevertheless, the standard of work presented is important and staff should check the work for accuracy and mark it before it is put onto notice boards.

1.2 The quality of the actual presentation of the work is also important, and things such as the mounting of work and the way it is put on display should always be considered. We have many shared areas and these allow for a range of styles such as three-dimensional displays. Staff are encouraged to display pupils' work as this is both a sign of praise and encouragement to the pupils.

1.3 Display boards in the classroom should reflect the subjects and subject matter being studied each term. Again, pupils' work can also be displayed inside the classroom.

1.4 Display boards in the classrooms, outside the classrooms and in all communal areas must never be left empty without any display. Display boards, especially outside the classrooms, should be revamped on a regular basis to reflect important holidays,

seasons, festivals or important school activities.

DOCTOR

- 1.1** The school has a doctor who is available for staff as well as pupils. The doctor can advise on medical treatment and how best to obtain this in Baku. The doctor also keeps pupil records and can again give advice on individual cases as required.
- 1.2** The doctor completes a treatment form for every pupil treated, irrespective of the nature of the illness or injury. Staff will obtain this form from the doctor, so that it can be sent to the parents. This ensures that parents are kept informed regarding any illness or injury that occurred, and how it was treated.

DOORS (Classroom)

- 1.1** Classroom doors should always be backed and decorated to reflect the work taking place each term. At certain times during the academic year, such as Halloween, Christmas & Book Week, the doors will need to reflect the celebration. All door displays must have a 'window' in them to allow people to see inside the classroom.

DOCTOR MEDICATION POLICY

- 1.1** Children must NOT bring medication to school and take it without adult supervision. The school doctor will look after medicines (in the original container) sent in with a child and will supervise the pupil taking them in the correct quantity at the proper time. Medicines will only be given if there is a written and signed note from a parent/guardian. The concealment of medication and failure to hand it in to the school doctor will be treated as a breach of school rules and a disciplinary offence.
- 1.2** The school policy requires the doctor only to give medicines where it is clear that they will help control pain or fever. On the understanding that it is not always easy/necessary to contact parents or guardians, we will not always ask for permission before giving medication for pain relief or fever. However, if any medication is to be administered to a child by the school doctor without authorization, the authorisation form should be completed and returned to the Primary/Secondary office (as relevant) as soon as possible. If there is any reason a child should not be given a particular type of medicine (e.g. an allergy), this information will be passed on to the school doctor.
- 1.3** Antibiotics will not be given to any pupils unless they are prescribed by a doctor. Pupils with conditions which require the use of antibiotics should see their own doctor for the prescription, and must hand the medicine to the doctor if they need to take it during the school day. Where the symptoms of bacterial infection are evident, parents will be contacted and the pupil may either be taken to hospital or collected by parents, in order to visit their own doctor.
- 1.4** A careful record will be kept of any medication administered at school. If a child is given medicine, they will be given a slip by the doctor indicating the type of medicine and the time at which it was given. This slip will be passed to parents.

DRESS CODE

- 1.1** Staff should come to work dressed suitably. This means that items such as denim jeans

or shorts are not allowed to be worn. Clothing, except for practical subjects such as physical education, will model that worn in a business environment such as a bank or government office and a jacket should be worn.

Formal dress is required for parent's evenings and school events such as graduation.

- 1.2 A dress code for staff is a matter of some sensitivity and relies on personal judgement. We need to appear professional and business-like at all times. We must always remember that we are role models for our pupils. With the exception of earrings for ladies, any other body piercing, and tattoos should not be visible. Watches and rings are allowed.

1.3 Female Staff

Smart trousers, skirt, blouse or dress – no leggings or jeans

Skirts should be neither too tight nor too short – knee length is the minimum. Trousers should not be too tight, and Leggings are not allowed.

Blouses should not be of see through material, should not be too tight and should not be low cut.

Blouses should not have large slogans written across them.

Sleeveless blouses (shoe-string) are not acceptable.

Shoulders and midriffs should be covered.

Clean formal shoes must be worn.

Jacket to be worn outside the classroom.

1.4 Male Staff

Smart formal trousers – no jeans or chinos.

Smart formal shirt and tie. (Short sleeve formal shirts may be worn in summer with a tie)

Clean formal shoes – no sandals or training shoes

No checked shirts and Jackets to be worn for formal occasions.

- 1.5 PE Staff should wear good quality sportswear during a normal teaching day.

DUTIES

- 1.1 It is very important that pupils are always supervised, especially when they are not in their classrooms, on the playground or in the canteen. If an assistant or teacher must leave their pupils, in class or outside, for some reason they should find an alternative person to take charge of them. If an accident occurs the other children in your care should not be left unattended. Arrange for cover or, for minor incidents, send the child to the doctor accompanied by another pupil. NEVER LEAVE PUPILS UNATTENDED IN A CLASS, OUTSIDE OR IN THE CANTEEN.
- 1.2 All staff will normally be assigned specific duties, which will be indicated on the duty roster. The duty roster is posted in the staffroom, placed on the wall by the stairs on each floor, on the front door and on the walls in the canteens each term. Additionally, the duty roster will be emailed to all staff. Teachers and Assistants are responsible for ensuring they are stationed outside at their specific areas on time.
- 1.3 All staff should ensure that they are on time for their duty. Staff are expected to be in

the designated position for the full duration of the duty. Staff are not allowed to use a mobile phone in the playground or anywhere else during school hours.

- 1.4 All duties are 'ACTIVE' duties. By this it is meant that staff are expected to speak to pupils (about behaviour, uniform etc.) in a kindly and positive manner – but clearly not to allow inappropriate dress or behaviour to pass them by. Leaning on walls, sitting in chairs, drinking cups of coffee/tea are not conducive to an air of professionalism. 'Walking the duty' is appropriate in many cases – rather than being stationary. Being visible is important – a staff presence should be obvious. The duty should also be seen as an excellent opportunity to interact with pupils whom one does not necessarily teach. The use of English should be encouraged at all times.
- 1.5 The school has a duty-team roster for playground and public area supervision. This is organised by the Deputy Principal and covers mornings, starting at 8:00, morning breaks and lunchtimes. It is important that duty staff are at their areas by the allocated time to ensure the safety of pupils. It is also important that staff not on duty are at the correct places when lessons begin.
- 1.6 Please read the Duties and Supervision Policy to ensure that you understand timings and details for specific duties.

E

ELECTRONIC DEVICES

1.1 All electronic devices, e.g. mobile telephone, MP3 Players, cameras, and tablets are forbidden in school. Offending items will be confiscated for one week on a first offence and for the rest of the term on the second offence. Teachers will strictly enforce the rules.

1.2 An Electronic Devices policy has been established for future implementation, regarding the possible use of tablets in the classroom for certain year groups. The document can be viewed online on the school's website.

EMERGENCY CONTACT

1.1 Pupil Contacts: The Administration Officer for Secondary and the Receptionist and Head of Security will have up-to-date lists of parent numbers and emergency numbers. At any time, the lists can be accessed.

EMERGENCY PROCEDURES

1.1 These include the Lockdown Procedure, Earthquake procedure and Fire Drill procedure.

1.2 All classrooms must display the posters related to the emergency procedures, next to the classroom door.

1.3 Staff must read these procedures and understand how to behave in the case of an emergency.

1.4 There will be a termly Fire Drill and a separate Lockdown procedure drill. The outcome of these drills will be monitored and reported upon by the school marshal.

END OF THE SCHOOL DAY

1.1 On days when the weather is fine, the children should be taken down to the area in front of the outside reception, wait in their respective classes in an orderly line, until they are collected by their parents or driver. On days of inclement weather, children must wait outside their respective classroom in an orderly manner, and parents and drivers will proceed inside to collect the children. In both circumstances, Teachers and/or Assistants must manage the pupils and ensure they behave and line up in an orderly manner. Additionally, Teachers and/or Assistants must ensure that the children leave with the correct/known adult.

1.2

Teachers in the Primary Department in KS1 are responsible at the end of the day for walking their class or group to the outside reception area for handover to a responsible adult. Teachers and/or Assistants should stay with the children until at least 3:00 pm.

1.3 Teachers in KS2 are responsible at the end of the day for walking their class or group to the outside area for handover to a responsible adult. Teachers and/or Assistants should stay with the children until at least 3.10 pm.

1.4 If an adult fails to pick up their child by 3:00pm for KS1 and 3:10 pm for KS2 on fine weather days, the pupil should be left in the outside reception area by their Teacher/Assistant. Staff on duty in the reception area will contact the pupil's parents after 3:30pm, if they have not been collected. The same rules above apply for pupils leaving school on Monday and Wednesday after clubs/activities if pupils have not been collected by 4:30pm. Parents of a child who is persistently collected late will be invited to school for a meeting.

1.5 If an adult fails to pick up a child by 3:10pm on fine weather days, the pupil will be left in the outside reception area by their Teacher/Assistant. Staff on duty in the reception area will contact the pupil's parents after 3:30pm, if they have not been collected. The same rules above apply for pupils leaving school on Monday and Wednesday after clubs/activities. Parents of a child who is persistently collected late will be asked to visit the school for a meeting.

1.6 Parents wishing to collect their children at the school gate or allow their children to walk home alone must complete a permission slip, which will be copied to the relevant personnel.

ENGLISH SUPPORT

1.1 The school provides help for pupils with EAL needs. The level of support required will be decided by the Admissions Coordinator working in conjunction with the Principal, once the placement test results are known. Once a need is addressed the support teacher and class teacher will devise an individual education plan for the pupil which is discussed with and signed by the parents/carers.

1.2 The EAL department has several important goals:

- To identify the capabilities of pupils through assessment to ensure they have sufficient capabilities to
- Understand the curriculum and follow it within the course of their studies.
- To this end the EAL unit tests pupils prior to their enrolment.
- To support children in their efforts to access the English National Curriculum by placing them with an English study group which best suits the pupil's abilities.
- To provide quality intensive English lessons which will promptly enhance pupils' language competences

and guarantee their quick transfer to more advanced groups; this task will require study programme development as well as acquirement of resources designed specifically for EAL.

- To provide assessment of learning and assessment for learning, in order to keep abreast of pupil's progress and needs.
- To organise pupil transfer from one study group to another with no delays or ambiguity, and carry out all the necessary procedures on such a transfer.
- To communicate effectively with class teachers, parents and the Senior Management Team, in order to facilitate the educational process within the school.

ENGLISH LANGUAGE

1.1 As a British International School, BSB is an English Medium school and thus English is used as the language of instruction for most lessons, and at less formal times. Pupils are spoken to in English, inside and outside the classroom. Pupils are also to be encouraged to speak in English at all times in the corridors as well as the classrooms.

Pupils will be allowed to speak in their native tongue during break times outside, as it is unreasonable to expect pupils not to use their native tongue at all, but they will always be encouraged to use English.

EVENTS

1.1 The school has a rich and diverse programme of events and extra-curricular activities. Children are given the opportunity to partake in a school trip at least once a year and are offered the opportunity to join an after-school club each term.

1.2 The school organises a number of events annually which are supported by the PTA, including Book Week, Sports Days, Talent Shows, International Week, Novruz celebration, Bazaar Day, cake sales and New Year Shows, as well as other events that the PTA may choose to organise.

1.3 Many of these activities are organised in partnership with the secondary school, and allow links between the two to be reinforced. These events give opportunities for the children to explore their multi-cultural heritage and enrich the taught curriculum.

1.4 Educational Visits At the BSB Secondary school, we aim to provide a broad and varied curriculum, and highly value the experiences that pupils can gain from educational visits. These visits may include local trips to Baku and its immediate surroundings, and take place within the school day. Residential trips further afield nationally or to other countries also take place.

- For all off-site activities, the health, safety and welfare of pupils is of paramount importance.
- Visit leaders will make a pre-visit wherever possible, and carry out risk-benefit analysis for all stages of the visit from leaving the school to arrival back at the school.
- The Principal has the overall responsibility for all activities off-site, and all such activities must have his/her approval before taking place. The Educational Visits Coordinator (EVC) is also responsible for ensuring that visits are thoroughly planned and deemed safe. Staff planning a visit will adhere to the guidance and advice of the EVC.
- Leaders and staff accompanying the visit can only be employees of the school. Parents, drivers, nannies etc. are not permitted to accompany school visits.
- There will always be a minimum of 2 school staff accompanying any visit, no matter how low the number of pupils. Should an incident occur, one person will be needed to raise the alarm and supervise other pupils whilst one person deals with the incident. A member of the security team will also always accompany any group to an outing.
- After the visit a feedback form will be filled in by the staff member who organised the trip.

EXAM SYSTEM-PRIMARY

1.1 As the core subjects of Literacy, Numeracy and Science are Cambridge Primary Curriculum based subjects, Years 3-6 pupils will write Cambridge Progression tests in the Summer Term. In addition, Year 6 will write externally marked Checkpoint exams at the beginning of the Summer term. Years 3-6 will write internal exams for the Autumn and Spring terms, and Years 1-2 will only write internal exams for Autumn, Spring and Summer terms.

1.2 All tests and exams are based upon the curriculum outlined by Cambridge, and will only include material that has been covered in the classroom.

F

FOOD & DRINK – PUPILS

1.1 Pupils may bring both snacks and lunches to school, but they must not be consumed in the classrooms. We have a healthy eating approach and the School Doctor works actively to promote this.

Primary pupils are not allowed to bring cans or glass bottles to school.

Pupils may take their packed lunches to the canteen.

1.2 Pupils may purchase water and juice from the canteen, but are not allowed to purchase fizzy drinks, chocolates, biscuits and other snacks, as the school policy is aimed at ensuring pupils eat a healthy meal while at school. Staff on duty in the canteen will ensure that pupils comply with this rule.

1.3 Teaching Assistants will collect the pupils' snacks from the canteen before the first break time. Pupils can choose to take a snack from the box, but do not have to if they have their own snack from home. Staff should ensure that pupils eat at breaktime and staff on duty in the canteen should monitor pupils' food choices so that all pupils eat something sensible.

FOOD & DRINK – STAFF

1.1 There is a staffroom in Primary located on the 4th floor and a staff canteen. There is a kettle, microwave, oven, fridge and water dispenser available for staff to use. The room is equipped with tables and chairs as well as soft seating. Staff may also take the option of eating a meal in the school canteen. There is no cost for this meal. Volunteer staff need to pay.

1.2 All staff must ensure that they tidy up after themselves and leave the room as they found it.

1.3 No kettles are allowed in the classes. Food or drinks should not be taken into the ICT suites. Staff who want a hot drink in the classroom must have a cup with a screw lid to avoid potential accidents.

G

GIFTED AND TALENTED

1.1 In the Primary Department a teacher will be assigned to organize and run the Gifted and Talented Club. Pupils who can join this club will be identified and their names given to the respective teachers and the Principal.

1.2 Special activities which can include competitions, trips, will be organized by the respective teachers. The teacher responsible for the Gifted and Talented Club will:

• € oversee the G&T identification process and all stages of our G&T provision;

• help class/subject teachers and teaching assistants to develop and extend G&T pupils in their class;

keep up to date with events, competitions, opportunities for G&T children to get involved in consultation with SMT, take out certain groups of high ability children to stimulate and extend their abilities further than can be done in the class, where this is judged to be most effective;

look for opportunities to involve parents with specialist skills e.g. visits by relevant parents or visits to their workplace;

liaise with other schools in Baku to look for opportunities for collaboration in ways that would benefit our G&T pupils.

H

HAIR

1.1 Boys are expected to keep their hair short, with their hair clear of the neck, ears and the fringe clear of the eyes.

1.2 Girls may have their hair short in a bob or long but must keep long hair tied in a single or double ponytail. Loose hanging hair is not allowed.

1.3 Dyed or coloured hair is not permitted.

HANDWRITING AND PRESENTATION

1.1 When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas.

1.2 In Primary, pupils will be taught an agreed style of handwriting, (Nelson/Nelson font), across the whole school. Teachers will teach this style from the Nelson scheme using Literacy objectives where possible and addressing issues from assessment and observation.

HEALTH AND SAFETY

1.1 Health and safety is an important consideration for our school. We will take all reasonable steps to provide a safe and caring environment for children, staff and our visitors. All personal data/information maintained in this respect will be held in the strictest confidence. Please check the Health and Safety policy online at the school website.

1.2 All staff will:

- Support the implementation of health and safety arrangements
- Take reasonable care of themselves and others
- Ensure as far as is reasonably practicable that their classroom or work area is safe
- Report shortcomings to the campus manager by e-mail and record in the Maintenance Record Book that can be found in the Primary and Secondary Administrative Offices.

1.3 School Building Access

- To improve safety for everyone in school, measures have been taken to restrict access into the school building.
- Children may only use the main entrance.
- Visitors or late arrivals should enter only via the main entrance.
- All visitors must report to the reception desk and sign the visitor's book where they will be issued with a visitor's badge. All visitors must sign out when leaving the school building. Any adults on site who do not work in the school and who are not wearing a visitor's badge must be reported to the school office.

1.4 Fire Safety: The school will provide a safe and healthy working environment with respect to fire safety. The school has a detailed Fire Policy.

1.5 Evacuation Procedures: Evacuation procedures are practised each term and reviewed annually or more regularly if appropriate. Evacuation routes and meeting points are detailed on the school site plans and are displayed in each classroom.

1.6 Terrorist threats There are procedures for lock down threats.

1.7 First Aid Kit First Aid Kits are available in most of the classrooms, all science laboratories, in the medical room, in the primary and secondary offices, in the PE office and in the kitchen. **First aid kits are taken on all school trips.** The school doctor/doctor will discuss with the trip leader any pupils who are on the 'At risk list' and appropriate medications and necessary training will be given. The first aid kit is checked regularly by the school doctor, reading the expiration dates and replacing any used or out-of-date content.

HOLIDAYS

1.1 BSB School follows a standard British three-term year:

- September to December
- December to April
- April to end-of-June

Whenever possible, local holidays are also observed and fitted into the pattern of the school year.

1.2 The school understands that it may sometimes be difficult for parents to arrange their own leave to coincide with school holidays. However, taking a holiday during term time is a practice to be avoided, if at all possible. Parents choosing to remove their children from the school outside official holidays should be aware:

Of the associated disruption to their child's studies

That the pupil becomes responsible for collecting/completing homework for the absence.

1.3 If parents wish to take their son/daughter out of school during term time they should request this in writing to the Class Teacher or Principal in good time, and with the reason for the request. It should be noted that any absence from lessons may have a negative effect on pupils' academic work. Remission of fees cannot be given for children taking holidays in term time.

HOMEWORK

1.1 The school has an agreed homework policy which should be followed. Staff are aware that homework is an important aspect of school life and that following the schedule, as stated, is required.

If pupils are away or ill for a period of time, then suitable homework is given if requested by the parents.

1.2 This policy is based on current government guidelines in the UK, (Department for Education and Skills, 2017), which emphasise the importance of homework and how it helps pupils to learn. The amount and type of homework that is set each day, is at a level which we believe to be reasonable and manageable, as well as being in line with the guidance provided.

1.3 Homework is set as an important extension of school learning. The aim of homework is to help a child develop the independent work and learning skills that will become critical in the higher grades. We believe it encourages children to realise that learning can take place outside the classroom as well as promoting independent learning thus encouraging the child to take great responsibility for their personal progress. Homework allows parents, carers and the school, to work in partnership for the benefit of their child.

Overloading pupils with excessive amounts of homework every day does not improve learning, and can be detrimental than beneficial to learning

Year 1: 10 minutes a night

Year 2: 15 minutes a night

Year 3: 20 minutes a night

Year 4: 25 minutes a night

Years 5&6: 30 minutes a night

The periods of time for homework do not include any reading and spelling homework, which is extra.

1.4 It is understandable that on occasions, assignments may take longer to complete.

Parents may also request further homework. Teachers will explain the reasoning behind the limited time schedules, but if a parent continues to insist, then staff can decide to comply with the request within reason. It is preferred that pupils are not given homework over weekends, as they are still children and also need time to relax and play.

1.5 Pupils need to copy their homework requirements in their homework diaries each day, and teachers will check for your signatures and any comments and queries in the diaries

each day. Pupils in younger age groups will need support recording the homework. 1.5
The

Aims of Homework

Homework is encouraged throughout the school. To be most effective, parents, carers, staff and the children need to understand its purpose.

- It reinforces skills which have been taught in school and gives children the opportunity to practice what they have learnt;
- It encourages self-discipline as the children take responsibility for their learning;
- It promotes independent learning;
- It provides teachers with the opportunity to support and extend individual children;
- It sets standards for life and children become accustomed to working at home, preparing them for secondary school and future employment
- It encourages children to share their learning with parents and carers;
- It encourages parents and carers to become involved with their children's learning.

2.1 Reading

We would hope that children read daily and that reading for pleasure is valued at all times, and is not just confined to the total time spent completing homework. This would include fostering early reading skills, where appropriate. We want to promote a love of reading in every child. We encourage parents and carers to discuss their children's books and ask questions about them to ensure that there is understanding of their book as well as accurate reading.

3.1 Responsibilities:

It is our expectation that homework will be completed carefully and returned on time. Teachers will offer opportunities through the week to provide support for children to help them with any homework that is confusing or difficult for children to complete.

4.2 Where homework is frequently missing or not completed, late or of mediocre quality, the children's parents or carers will be contacted by the class teacher. Class teachers will co-operate closely in their Key Stages during planning every Tuesday, to ensure that similar content and expectations between classes, is in place.

5.1 The Principal / Deputy Principal will:

- Promote the school homework policy to staff, parents and pupils.
- Monitor and evaluate the efficiency and effectiveness of the policy.

5.2 The teacher will:

- Set regular homework activities which will include both practical and written tasks.
- Provide adequate and appropriate feedback to pupils through praise and encouragement,

marking or testing (as appropriate).

- Set high expectation of pupils in completing homework.

5.3 Parents and Carers should support their children by:

- Providing a suitable place where your child can do their home learning, somewhere reasonably peaceful, with supervision if appropriate.

- Make it clear to your child that you value home learning, and support the school in explaining how it can help raise attainment.

- Providing activities that support the activities set by the teacher

- Ensure and check that tasks are completed on time and to a suitable standard

- Being actively involved in joint homework activities with the children

- Contact the children's class teacher if they have any questions or contact the Principal if they have queries of a general nature regarding homework. If parents wish to make a complaint about the school homework policy or the way it is implemented, parent should contact the governing body.

5.4 Pupils should:

- Do their best to complete task as instructed.

- Ask for help as appropriate.

- Gain increased motivation and enjoyment through home learning.

6.1 Home learning should benefit teacher, pupils and parents by providing support and information to enable pupils to build confidence and make progress.

7.1 Monitoring and Evaluation

The class teacher is responsible for ensuring that the homework policy is efficiently and effectively implemented within their class. This will be monitored by the Principal/Deputy Principal to ensure homework is contributing to overall pupil learning and progress.

We encourage you to become actively involved at home, in your child's homework and encourage them as they progress throughout the year. Your support at home plays a vital part in your child's success at school.

HOUSE POINTS

1.1. In the Primary Department, the staff and pupils are all allocated houses on entry into the school. The House Groups are: RED, BLUE and GREEN. Pupils work collectively during the year to obtain house points which can be gained from good behaviour and academic achievement. Each class creates a display within their class to record house points, which are collected each Friday, by the House Captains. These house points are then given to the Deputy Principal by the House Captains. Wherever possible, siblings are placed in the same house. Class Teachers must not allocate house teams to new pupils.

1.2 The weekly and termly results are announced in both the KS1 and KS2 assemblies and a cup is awarded at the end of the school year for the house which has collected the most points. The school also organises special events during the year to encourage pupils to work as a team across year groups and class.

I

INFECTIOUS DISEASES

1.1 It is important that staff and children are kept away from the school whilst infected. The length of time for any illness varies, and the school doctor can be contacted for further advice.

INTERNET ACCESS

1.1 Access to the Internet by pupils and staff is a privilege, not a right, and relies upon the proper conduct of pupils and staff, who must adhere to certain Internet protocols and guidelines. The School will make every effort to prevent your son or daughter accessing inappropriate materials on the Internet, but we cannot guarantee that they will not encounter text, pictures, or references that are objectionable. Children must comply with the rules for Internet use.

1.2 The Internet is provided for users to conduct recognised schoolwork only. All Internet sites that you visit may be monitored.

1.3 THE FOLLOWING ARE NOT PERMITTED:

- Sending, displaying, accessing or trying to access any obscene or offensive material.
 - Chatting online during school hours – Face Book, etc.
 - Using obscene or offensive language. Remember that you are a representative of your school on a global public system - avoid bad spelling and grammar, and never swear, use vulgarities, or any other inappropriate language.
 - Violating copyright laws. Never copy and make use of any material without giving credit to the author.
 - Revealing any personal information, the home address or personal phone numbers of yourself or other people.
 - Downloading games or other executable programs.
- .
- Using personal communication devices such as cell phones or tablets at school.

1.4 Staff are strongly advised not to have current pupils as friends on Facebook or other media online.

J

JEWELLERY

1.1 Children should not wear jewellery to school or on trips. This includes bracelets, necklaces, rings and earrings. Any such jewellery found by staff will be confiscated for one day on the first offence, and for the rest of the term, on the second offence. Please note that staff cannot accept responsibility for jewellery.

1.2 Children should also not wear any form of make-up to the school. This includes nail varnish. Pupils may wear a watch to school, although the school cannot accept responsibility for any damages or losses.

1.3 Female teachers may wear reasonable sized earrings, bracelets, watches and rings.

1.4 Male teachers may not wear openly displayed earrings, or necklaces. Watches and rings are allowed.

1.5 Any tattoos must remain concealed while at school or attending official school functions.

K

KEY STAGES

1.1 The school follows the National Curriculum for England and Wales and Cambridge, which is divided into Stages.

Key Stage 1 (KS1)

Reception : Years 4/5

Year One : Years 5/6

Year Two : Years 6/7

Key Stage 2 (KS2)

Year Three : Years 7/8

Year Four : Years 8/9

Year Five : Years 9/10

Year Six : Years 10/11

L

LATENESS TO SCHOOL

1.1 If a pupil is frequently late to school, parents will be informed in writing. Should the lateness persist, the pupil's parents will be given a letter to inform them of the consequences. The parents of any pupil arriving after 8:50am will be contacted.

(Exceptions being circumstances such as traffic jams, accidents, pre-arranged late arrivals)
Registration takes place between 8:25am and 8:40am, and the first lesson begins at 8:40am.

1.2 Pupils are expected to be at school by 8:30 am at the latest. This provides pupils and teachers with a ten-minute window to prepare for the first lesson, which begins promptly at 8:40am. While it is understandable that pupils may occasionally arrive late

due to the weather, traffic or other circumstances, constantly arriving late is unacceptable, as this is a disruption to lessons.

LEARNING

1.1 At BSB Primary School, we believe that a child's learning experience encompasses more than simply learning facts, figures and information in general. Effective learning occurs when pupils are not only taught the knowledge but are also provided skills that enable them to apply the knowledge in every-day life.

The use of logical deduction, creativity, inference and other higher order thinking skills are extremely important. Thus, at BSB, a pupil-centred approach is expected, where pupils are provided opportunities in the lessons to apply and practice these skills, together with the knowledge they learn.

1.2 Differentiation is expected in the classroom to encourage all pupils to achieve at their level. Mild, Spicy and Hot activities are suggested to encourage the pupils to make decisions regarding their own level of ability. This should be evident in the planning.

LEARNING SUPPORT POLICY

1.1 The Learning Support Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs (ALN), including those with formally diagnosed special educational needs (SEN). The term Additional Learning Need is used as an umbrella term within the school to incorporate ALL pupils known to or attending the Learning Support Department, including those pupils identified as having SEN.

1.2 The SEND policy provides details regarding how BSB can best ensure the necessary provision is made for pupils with SENs and ensure inclusive practice which allows children with SEN to join in the activities of the school.

1.3 Objective

The SEN programme at BSB aims to:

- raise attainment of children
- increase the social integration of pupils with severe or complex SEN, as measured by the amount of time they spend interacting with others in the playground
- provide a stimulating, challenging, inclusive programme for over achievers and under achievers
- move away from over individualizing without underestimating the value of IEP'S
- encourage inclusive practise and reduce the frequency with which pupils are sent out of lessons.

1.4 The above-mentioned targets are based on whole-school measures, rather than on individual children. They allow the school to challenge and evaluate itself in relation to

outcomes for their provision as a whole. These targets are specific, measurable, achievable, relevant and time constrained.

1.5 Identification, Assessment and Provision: At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which considers the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range, may have special educational needs. By understanding and responding to learning needs, and by providing coping strategies, teachers and parents can help children overcome their difficulties and make improvements in their performance at school.

1.6 Action Following Identification of SEN: All relevant parties will be informed that a pre-existing SEN has been identified. When a teacher takes over the responsibilities of a class or are given new pupils during the academic year they should:

- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experience, to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

LESSON DISTRIBUTION

1.1 Each year group will attend Literacy and Numeracy classes every day.

Azeri classes are taught on Wednesday and Thursday.

Foundation subjects include Science (Taught twice a week), and History, Geography, Social Studies, (PSHE), Design & Technology, (D.T.), and Expressive Art, which are all taught once a week. Specialist subjects such as Art, Music, ICT and PE, and Library, are taught once a week.

1.2 Each day for 20 minutes before first break at 10am, classes in Handwriting, Reading, Spelling and Mental Math are conducted.

The duration of all classes is 60 minutes, the exception being the last class of the day, which is 45 minutes.

1.3 The weekly timetable for each class will vary, to be able to accommodate all other classes in specialist lessons throughout each day, although usually Literacy and Numeracy are the first two main subjects taught every day.

LIBRARY

1.1 Pupils visit the library once a week and are supposed to choose at least one guided reading book, (Oxford Reading Tree), and another book of their choice.

1.2 The Oxford Reading Tree system is designed so that pupils are required to read all the books on that level, before they can proceed to the next reading level. Each book contains specific and necessary words that a pupil is required to learn. Teachers evaluate pupil's reading on a regular basis, and when such evaluation supports advancement, a teacher may move a pupil up to the next level.

1.3 For a pupil, reading is not simply about pronouncing words correctly. It also entails expressing the emotions of the characters in the sentences, and the use of proper intonation, as well as pacing their reading. Reading also includes evaluating a pupil's comprehension of what they are reading, and their ability to use individual words to create their own sentences. All these areas are evaluated regularly by the teacher.

1.4 Parents are encouraged to read with their children as often as possible, not only with their library books, but all other books. Parents play a vital role in their child's reading development outside of school and should be encouraged to read regularly with them.

1.5 All pupils will receive a Reading Record Diary. Parents must record any reading that takes place at home in the diary and teachers should check the reading on a weekly basis. Teachers should also record weekly reading in the diary.

LOST PROPERTY

1.1 All parents are asked to label every item of clothing and pupil possessions. Please also keep a careful eye on your own possessions. There is a lost property box in the respective Administrative Offices as well as in Reception, on the First Floor.

LUNCH

1.1 The school provides lunches, which are supplied as an optional extra to the fees. Our school doctor helps with a healthy eating plan, and is pleased to advise parents about the content of all lunches. These are eaten under supervision in the canteen. Filtered water is provided on all floors.

1.2 Children can alternatively bring a packed lunch. No fast food, hot food etc. will be allowed to be ordered from school or delivered to the school. Any drinks brought into the school should be in unbreakable containers and must not be in cans.

1.3 Pupils may bring a small amount of money to buy bottled water, milk or juice from the canteen. However, Primary pupils are not allowed to purchase any chips, biscuits, crackers, candy, chocolates or fizzy drinks from the canteen

M

MARKING AND FEEDBACK

1.1 At BSB we believe that feedback and marking should provide constructive feedback for every child, and focus on the success and learning needs, against learning intentions. Through such focused feedback and marking, we aim to develop pupils as reflective learners, and to help them close the gap between current and desired performance.

1.2 Principles of Marking

Marking and feedback should:

- €be manageable for teachers;
- €relate to learning intentions and success criteria;
- €give children opportunities to become aware of and reflect on their learning needs;
- €give recognition and appropriate praise for achievement;
- €give clear strategies for improvement;
- €allow specific time for pupils to read and reflect upon, and respond to marking;
- €respond to individual needs;
- €inform about planning;
- €use consistent codes and techniques throughout the school.

1.3 Formative Feedback and Marking

· Verbal feedback during the lesson, is focused on issues relating to the learning intentions. Comments regarding other features, such as punctuation or spelling, are secondary to this progress.

· €Work marked when the pupil is present, and verbal feedback, are annotated by the teacher, to allow a pupil to refer to points that were discussed before.

· €Not all work can be 'quality marked.' Teachers decide whether a piece of work will be marked simply or given detailed attention. Generally, all work, including homework, is marked in some way.

· €Feedback is focused first and foremost on the learning intention of the task. The emphasis on marking

· €is on both success and improvement needs against the learning intentions/success criteria. Focused

· €comments should help children to close the gap between what they have achieved and what they could€have achieved.

· €Spelling, punctuation, Grammar etc are important, but are not focused on in every piece of writing.

· €Pupils are asked to check for things they know are wrong in their work, when they read through it.

· €Pupils are not told to focus on correcting all spelling, as they may make further errors.

- €Pupils are only given detailed feedback about things that they have been asked to focus on in the task.

.Certain aspects of writing will thus be unmarked, unless they are part of the learning intentions.

- €Teachers are usually aware of the needs of individual pupils when marking. If a pupil struggles with neat handwriting, but is doing their best, comments about untidy work every time, will only demotivate a pupil.

1.4 Summative Feedback and Marking

This usually consists of ticks and crosses, and is associated with closed tasks or exercises, such as exams. Teachers will go through the tests with the class after exams are finished, but generally there is little

individual feedback, as the teachers will know each pupil's strengths and weaknesses from the daily Formative assessment that occurs.

MEDICALS

1.1 Medical records are required for pupils and staff, and details of these will be kept by the school doctor to maintain confidentiality.

MEDICINE

1.1 If a child requires medication this must be brought to the school doctor. It must be clearly labelled and supported either by a written prescription or letter from your doctor. The medicine will be kept in the doctor and/or doctor's clinic on the 2nd floor. The only exception is for such medicines as asthma inhalers. A full health policy is available for parents to read by application to the school office.

MEETINGS & CLUBS

1.1 Meetings take place at the same time during the week. There is a staff briefing every Monday in the meeting room on the 4th Floor at 8am; it is essential that all staff attend, a register will be kept by the Deputy Principal.

1.2 Staff training takes place after school every Tuesday from 3.15pm to 4pm, in the staff meeting room on the 4th Floor. Each staff member will be asked to run at least one staff training session during the year.

1.3 Each teacher will be asked to run a club on either Monday or Wednesday afternoon. Clubs run from 3.15pm until 4pm. Teachers can choose the type of club they wish to run and the age group at which it is aimed.

On Thursday, all Year groups are asked to meet together to plan the following week's lessons. All planning must be saved on the SharePoint drive by Saturday.

MOBILE PHONES/ELECTRONIC GADGETS (INCLUDING 'FLASH DRIVES')

1.1 Mobile phones and electronic devices are not allowed in school and will be confiscated from pupils if they are seen. Any such confiscated items will be given to the respective Administrative Office for safe keeping until they are returned to the pupil; after one day for a first offence and at the end of term, for a second offence.

O

OFFICES

1.1 The school offices (Administrative and Principal) are staffed from 8.30am to 5.00pm. Parents are welcome to visit the school to speak with staff by prior appointment, after the school opening time of 8.30am.

OPEN DAYS

1.1 Open days may be held during the year, to give parents an opportunity to see how certain subjects are covered in the school. They are designed as interactive meetings, where parents can either observe children or be involved in practical work on curriculum areas. There will be an open day at least once during every term.

OUTDOOR WEAR

1.1 Pupils should have appropriate outdoor wear for all conditions. Except in wet weather, pupils relax outdoors during breaks and it is essential that suitable hats, scarves and gloves are provided in winter. However, please note that black polish-able shoes are an important part of our uniform and must be worn in school. Please make sure that every item of clothing is named. See the uniform policy. Staff must monitor pupil dress and report constant offenders to the Management Team. Staff must also ensure that pupils wear coats when the weather is cold and/or damp.

P

PARENTS/GUARDIANS ON SCHOOL PROPERTY

1.1 Other than parent/teacher conference days, parents should make appointments to see teachers. To arrange an appointment for after 3:00pm, parents should phone the respective school office and arrange a meeting, at a time convenient to both parties.

1.2 Parents and Drivers should bear in mind the needs of teachers and pupils once the school day has started. Socialising with other parents should be conducted outside the

school campus so that the school day can progress unhindered. Appointments are best made in the afternoon after school.

1.3 Under no circumstances are parents allowed to enter classrooms to confront either a pupil or member of staff. If you have an issue, you are most welcome to consult the class teacher or management, but you must follow school procedure, and make an appointment to see your child's teacher, or the Principal/Deputy Principal.

1.4 Adults dropping off children should leave the building immediately as soon as the child has been given to a member of staff.

1.5 Adults collecting children should not be in school before 3:00 pm, unless they are collecting their child to visit a doctor, or other important appointments.

1.6 Parents wishing to collect their children before the end of the day, for whatever reason, need to call the school and notify the Administration office. The child's teacher will be given a permission slip to fill out, so your child may leave early. The permission slip must be handed to security at the front gate. 1.7 Parents wishing to observe their child's learning environment, should do so only by prior arrangement with the Principal.

1.8 Where children are involved in performing to an audience, all members of the audience are expected to remain with mobile phones switched off, and parents are asked to remain silent, in consideration of performers and other audience members.

1.9 This code of conduct is made in the interests of parents, teachers and children alike.

PASTORAL CARE AND DISCIPLINE

1.1 The ways in which pupils learn to co-operate, to be considerate and responsible, and to value truth and honesty, are parts of school life and a vital part of growing up. The school promotes this by establishing a caring community which is seen to be both fair and just for everyone. The Deputy Principal is responsible for this system.

1.2 Pupils may behave badly from time to time as they struggle with their feelings and build relationships. Normally these incidents are dealt with by the staff in the classroom, however, with any more serious incidents, parents will be contacted and invited to discuss the matter. In very serious situations, pupils can be excluded from the school. Also see the Behaviour, Sanctions and Rewards Policy.

1.3 What we hope is that during their time at the school, all pupils will gain a clear understanding of what is expected of them, a sense of right and wrong and a sense of their own personal worth, both individually and to the community. The class teacher and Assistant are responsible for embedding these expectations at all times.

1.4 Each week at assembly chosen children will receive a certificate for either good work or behaviour. At the end of each term, two children from each class will be chosen to receive an 'Academic Excellence' and 'Exemplary Behaviour' certificate in the final assembly.

PERFORMANCE MANAGEMENT

1.1 There is a clear, ongoing system of performance management which takes place throughout the academic year. The system consists of observation, discussion and self-review. At the end of the year, all staff will have an individual meeting with the school Principal and the CEO to review the performance of the staff member.

PHYSICAL EDUCATION/SPORT

1.1 All pupils at the BSB should attend sports/PE lessons as part of the curriculum. However, some pupils can be very unreliable in bringing in the necessary equipment and/or being excused from lessons for reasons of health. Any pupil who does not bring his/her kit for 3 times in a term will receive a letter home and parents may be invited in to discuss the issue, if this does not resolve the situation.

1.2 Pupils may be excused from a single PE/SPORTS lesson with a note from the parents, but a letter from a doctor should accompany any extended absence. A letter/email will be sent to parents if it becomes a persistent problem.

PHOTOGRAPHY POLICY

1.1 As a general point we will ask parents if they have any concerns about their son/daughter being photographed, as we try to record events and productions. We obviously hope no parent object. On our website, we do not place pupils' names alongside photos, as this has the most public unrestricted access.

PHOTOCOPYING

1.1 Care must be taken with the volume of copying required in school. Please only request the number of copies you feel are required for your lesson and as colour photocopying is very expensive; please only use this when it is essential.

1.2 The photocopying of complete text books infringes copyright regulations and is not allowed. In certain circumstances (usually large bulk orders) copying can be sent out, but this must be by agreement with the Principal and the CEO.

1.3 Photocopying requests should be emailed to the Librarian at p.printing@bsb-azeri.org.uk; and it will be ready for collection the following day. Each class has a slot in the library where photocopies are placed. No photocopying will be done prior to 9.30 am so please ensure that you have requested your copies in advance.

PLANNING

1.1 The school has an agreed approach to planning. Teachers complete medium term plans, unit plans and weekly plans which detail daily lessons. Wherever possible, inter-disciplinary strands need to be formed; these should include the specialist lessons. Planning should be done collaboratively to ensure a blend of ideas and creative activities. Teacher assistants are also involved in this process. SEN staff are equally involved in planning and need to work closely with the teachers to make sure that their planning is in line with that of the Year groups with which they are involved.

1.2 Staff will be informed of the proper lesson plan templates to use, and these must be used as the Secondary planning documents. Other additional

work/material may also be used. All planning must be uploaded by Saturday onto the lesson planning SharePoint drive. Speak to the Deputy Principal for support with this planning drive. Failure to upload lesson plans on time and every week will result in disciplinary action.

PLANNING

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1.2 Staff will be informed of the proper lesson plan templates to use, and these must be used as the Primary planning documents. Other additional work/material may also be used. All planning must be uploaded by Saturday onto the lesson planning SharePoint drive. Speak to the Deputy Principal for support with this planning drive. Failure to upload lesson plans on time and every week will result in disciplinary action.

PARENT/TEACHER ASSOCIATION

1.1 The BSB Parent Teacher Association (PTA) serves as an auxiliary and voluntary organisation of the BSB Primary School. All parents and guardians of pupils attending the BSB can become members of the PTA, as

well as teachers and support staff. The Deputy Principal is responsible for the running of the PTA and teachers are asked to encourage parents to take part.

1.2 Ideally, the school would prefer at least one parent from every class, committed to involvement in the PTA each year. Parents will be able to contribute their ideas and efforts within PTA guidelines, to assisting with school functions. Inform the Deputy Principal of any parents who wish to take part in the PTA.

PUPIL RECORDS

1.1 Each teacher keeps a variety of records on pupils. The main folder on each pupil is kept in the respective Administrative Office. Copies of reports are placed on this file, together with any other information such as tests, letters to parents, records and meetings held.

1.2 In each classroom staff can keep an assessment folder/pupil assessment folder. These contain records of all the pupils in the class and at the end of the year these are passed on to the next class teacher.

R

REPORTING TO PARENTS

1.1 Dates for Progress Reports, Parents' Meetings etc. will be specified by the Principal for each term. If a parent wishes an additional meeting with staff; they are welcome but should make an appointment to speak to the relevant teachers at a suitable time for all concerned.

1.2 If a pupil leaves the school during the year, an interim report is normally required. This will be prepared by the Administrative Office staff for review by the respective Principal.

1.3 Sometimes a special report may be required by the new school, again this will be completed by the Administrative Office staff under the direction of the respective Principal.

REPORTS AND TEACHER CONFERENCES

1.1 In the first and second terms, parent consultation evenings are held for all parents. At the end of the calendar and school year, reports are sent home and there are also grade reports each term, detailing results of exams and pupil's strengths and weaknesses.

1.2 However, parents are welcome to discuss their child's progress at other times by prior arrangement with the class teacher, Principal or Deputy Principal.

REWARD SYSTEM

1.1 The school encourages praise as part of our approach. This takes many forms, but all have the same purpose. They can range from a presentation in an assembly to a simple word expressing our admiration with behaviour.

An essential element is that we all respond to pupils in a comparable way, although using an individual style.

1.2 The following are some of the ways in which pupils can be rewarded:

- Praise in front of others e.g. class or in assembly or dining room
- Stickers or stamps
- House Points
- Certificates – which are awarded at the end of each term to 2 members of each class

S

SALARIES

1.1 Salaries are transferred electronically to your Mugan Bank account, which will be set up by the school. On creation of the account, the school will inform Mugan Bank that the money is a salary transfer and can therefore be transferred out of the country. You will also have a cash card linked to this account that will allow you to withdraw cash from the cash machines or pay for goods directly. Salaries are usually transferred on the 5th of each month.

SCHOOL DAY

1.1 The following is the structure of our school day:

(RECEPTION, YEAR 1 AND YEAR 2)		YEAR 3,4,5,6	
Registration	8:25-8:40	Registration	8:25-8:40
1	8:40-9:40	1	8:40-9:40

BREAK	9:40-10:00	2	9:40-10:00
2	10:00-11:00	BREAK	10:00-10:20
3	11:00-11:40	3	10:20-11:20
LUNCH	11:40-12:20	4	11:20-12:20
4	12:20-13:20	LUNCH	12:20-13:00
5	13:20-13:40	5	13:00-14:00
BREAK	13:40-14:00	6	14:00-14:50
6	14:00-14:50		

SCORES IN EXAMS

1.1 Despite the parent's need for their children to get As in every subject, it is imperative that teachers understand that a C represents the expected performance for that Year group. Teachers must explain to parents that only the top pupils score an A and that a C is perfectly acceptable.

1.2 At the top of the second page of your child's report, you will find a score guideline similar to the one shown below. Each grade comes with a brief explanation. It is very difficult to achieve a score of A, and generally, in most schools around the world, only a small percentage of pupils in each class achieve all

A scores for every subject.

Scoring B is also considered excellent, and most pupils who attend university will have achieved an average of B at school.

Scoring C is considered average, and is what most pupils achieve in class. This may not be the best result, but it is not a poor result either. Effort and Behaviour are self-explanatory.

Attainment:			Effort		Behavior
A	Showing as Gifted & Talented	1	Excellent	1	Excellent
B	Working Above expected level	2	Good	2	Good
C	Working at expected level	3	Satisfactory	3	Satisfactory
D	Working below expected level	4	Unsatisfactory	4	Unsatisfactory
E	In need of additional support	5	Cause for Concern	5	Cause for Concern

SENIOR MANAGEMENT TEAM

1.1 The Senior Management Team (SMT) is made up of the:

Chair of the Board of Governors

Director-General
Deputy Director-General
Principal (academic head)
Deputy Principal (pastoral head)

SECURITY

1.1 The school is very conscious of the need for an elevated level of security. It is important that parents and other visitors recognise that security measures are put in place mainly for the safety of the pupils. Please be aware of the rules and procedures when visiting the school, so there are no problems on either side – parents or security staff.

1.2 If a pupil's arrangements for going home change in any way, parents should notify the office as soon as possible and by 2.00 pm at the latest. After this time, we cannot guarantee the message can be acted upon.

If there is any doubt, and parents cannot be contacted, the original arrangements will remain in effect.

SMOKING

1.1 The school operates a No Smoking Policy Everywhere inside and outside the building.

SPORTS DAY

1.1 All pupils will take part and compete for a trophy, to be presented to the winning team (or house). The event takes place on the green pitch. WE hold a Winter sports Day and a Summer sports Day. All pupils are to be involved in these days and need to attend school.

SPORTING EVENTS

1.1 As a school we encourage sporting events both within school and against other schools. Ideally these are built into the year plan, and the main event is our annual sports day. Matches against other schools may be organised by staff, club leaders or parents.

T

TUTORING

1.1 Staff may be requested by the school administration to tutor pupils from BSB after school hours. Additional tutoring can only be after 3.15 pm and from 4:00pm on a day when there are staff meetings or clubs. (Clubs: Monday & Tuesday and Staff meetings: Tuesday & Thursday)

U

UNIFORM

.. School uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. Most schools in England have a school uniform or dress code, and other rules on appearance, and BSB also possesses its own regulations regarding school

uniform that are expected to be adhered to at all times.

1.2 All pupils wear the school uniform as agreed by the school. The details of this are on our school website, www.bsb.edu.az Please refer to this. Class Teachers as managers of their respective classes, are responsible for checking and ensuring that their pupils are wearing the correct school uniform. Pupils may not arrive to school or leave school without the appropriate school uniform.

1.3 When a pupil arrives at school without correct uniform, teachers will fill out the uniform reminder form and send it home.

1.4 Any pupil out of uniform after a parent have been contacted the first time, will be sent to the respective Administrative Office, (Principal or Deputy Principal), for action to be taken. The pupil will be taken to reception to wait for their parent to bring the correct school uniform.

(Parents will be reminded to send their children to school with the appropriate school uniform).

Teachers will report any pupils out of uniform. Pupils must also change back into school uniform immediately after PE/Sports lessons.

1.4 Appropriate school uniform

Boys

- School sweatshirt with badge
- School polo shirt with badge (Years 1 to 6)
- Grey trousers / shorts (as official school material)
- Plain socks (Grey)
- Plain black shoes (shoes that can be polished) NO LOGOS, JEWELLERY, STUDS ETC ON THE SHOES

Girls

- School sweatshirt with badge
- School polo shirt with badge (Years 1 to 6)
- Grey trousers or skirt (as official school material)
- Plain socks (Whites)
- Plain tights (Black, grey or white)
- Plain black shoes (shoes that can be polished) NO LOGOS, JEWELLERY, STUDS ETC ON THE SHOES.
- Shoes may have plain leather bows on the front

Physical Education

- Black or white shorts
- Tee shirt with house colour
- School track suit may also be worn

EXAMPLES OF ACCEPTABLE UNIFORM FOR BOYS AND GIRLS AT BSB





W

WEBSITE

1.1 The school has its own web site, and this provides up to date information on the school and its activities, as well as all school policies. The address is www.bsb.edu.az

WET WEATHER

1.1. During wet weather, pupils will sometimes spend break-times indoors with appropriate supervision.

Z

SLEEP TIMES

1.1 ZZZZZ: (bedtimes) For pupils to get the most from their studies, we encourage parents to set reasonable bedtimes. Children need between 8 and 10 hours of sleep a night, as they are growing and developing. It has been clinically proven that lack of sufficient sleep can impair a child's ability to concentrate and learn. This then negatively affects your child's development and abilities to achieve success.

1.2 Children who do not get proper rest for at least 9 hours, may:

- become irritable, moody, or cranky
- have a shorter attention span
- have difficulties focusing, remembering, and solving problems

