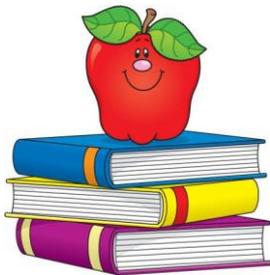




Egypt British International School

Key Stage 2

School Handbook



**WELCOME BACK
TO SCHOOL**

Welcome to Key Stage 2.

Welcome to the Egypt British International School. I am pleased to welcome you to the Key stage 2 department. It is my absolute pleasure to be the Key Stage head this year. As a department, we are committed to ensuring that every pupil leaves Key Stage 2 with high aspirations, an enduring enthusiasm for learning and the confidence to address the world as independent thinkers.

We teach key skills and knowledge that leads to understanding and develops the confidence to succeed.

We are committed to providing a caring, happy, welcoming environment that meets the needs of each child and ensures that all children have equal access to a broad and balanced curriculum. We set high standards in every area of school life. Learning is stimulating and uses the latest technologies. There are many activities beyond the classroom, to involve your child further in the life of the school.

We develop in children a desire for life-long learning and an understanding of different cultures, traditions and societies and a respect that individual rights and responsibilities are met.

Our learning community is facilitated by a leadership structure which clearly communicates the purpose and direction of the school, and a system of informed continuous professional development. Our professional staff team actively seek to take up opportunities to further their own knowledge and skills.

We are committed to inclusion, believing that every child has the right to succeed. We take ownership of the responsibility to ensure that any barriers to learning are overcome and that *all* children experience success.

Our parents and community are key partners and we are committed to working together to sustain a strong sense of community, promote educational achievement, raise children's self-esteem and a sense of pride in every individual.

Your child's education is of total importance to me and I will make every effort to set out a wide ranging curriculum, that will set them up for success in their later lives. You will be given lots of information to help you be a part of your child's progress, starting with this handbook. A partnership between us based on excellent communication and collaboration is the foundation of a child's future success.

I wish your children every success in the coming year.

Lauren Fleming BA (Hons)

SECTION 1: THE CURRICULUM

The Key Stage 2 department follows the British National Curriculum Core subjects in English, Mathematics, Science and ICT along with the Foundation subjects of Art, Geography, History, Music, Physical Education and Design Technology. In addition to this, Islamic studies/ Christianity, Arabic and Egyptian Social Studies are an important part of the curriculum and given appropriate emphasis as required by the Egyptian Ministry of Education. Pupils also follow a course of Personal, Social and Health Education (PSHE) which includes Citizenship.

The content of the curriculum is regularly reviewed and discussed to ensure that we are always up to date with changes in the curriculum and to ensure the best quality education is delivered to our students.

LITERACY

All Children have at least 1 lesson of literacy teaching every day. Literacy is increasingly linked to learning in other subjects. Language development covers the following areas:

- Reading
- Spelling
- Handwriting
- Speaking and listening
- Writing

Reading

We expect all our children to become confident readers and to enjoy reading for entertainment, for interest and for information. A guided reading session is timetabled daily, to ensure pupils develop their skills in fluency and comprehension. Pupils will use a variety of techniques and materials to achieve this.

Pupils will have books sent home with them every week; a book that they choose from the library and a book from the Big Cat Collins Reading Scheme, chosen depending on their reading age. Time will be allocated during the week for your child to read individually and their achievements will be recorded in the Reading record book. The Reading record book must be brought to and from school daily. It is the parental responsibility to listen to your child read at least once a week. This must be recorded in the book. The child will not change their book if the teacher feels that they have not gained enough understanding. Teachers have the right to ask the child to re-read a book already taken home. Teachers will not let the child change his/ her book if it has not been recorded that they have read part of the book at home. Inside the Reading Record Book, you will find ideas for discussion when reading with your child.

Writing and Spelling

The children will learn to write for a range of purposes, with accurate spelling, punctuation and grammar. Writing will be a main focus daily, however a longer writing piece will be assessed half termly, taking into consideration the level of VCOP used.

Spelling lists will be sent out every Sunday, they will be kept at home for children to learn for a spelling test on Thursday. Spelling sentences will be written in class daily, to check pupils understanding of the meaning.

Additionally, handwriting is seemed to be very important in the curriculum and children will be taught to form letters in a clear and legible style. A cursive handwriting scheme will be implemented and pupils will earn the 'pen license' when the teacher feels they are ready to use this consistently. All work, including foundation subjects and homework must be completed using the Key Stage 2 handwriting policy.

Speaking and listening

During their time in Key Stage 2, pupils will build on their language skills brought from home. Together, we aim to provide an environment where they should speak with confidence, clarity and fluency. Activities will be planned for throughout the literacy lesson and also in other subjects. Activities could include debates, role plays and discussions. There will be opportunities during the year for children to develop their speaking skills in assemblies and concerts. The children will develop skills to ensure they are critical thinkers and good listeners.

NUMERACY

The Key Stage 2 department aims to develop the children's mathematical skills, knowledge and confidence within the framework of the National Curriculum. The curriculum consists of:

- Number and Algebra
- shape, space and measures
- Handling Data

These areas do not stand alone and children are taught to see links between each area, using and applying previous skills in real life contexts. In the new curriculum, pupils are encouraged to use skills of problem solving and reasoning. There will numerous occasions for maths investigations to be carried out.

An overview of the areas are as follows:

- **Number and Algebra:** Classifying, matching, comparing and ordering. Decimals, fractions and percentages are also taught in later year groups. Algebra is covered at all levels, looking at patterns, sequences, rules and properties, variables and equations.

- **Shape, space and measures:** This area explores spatial awareness, looking at 2d and 3d shapes, symmetry, lines and angles. The measures units will look at length, area, weight, capacity, time and money.
- **Handling Data:** This includes graphing, pictograms, and being able to record and interpret data in a real life context.

We encourage pupils to develop their mental maths skills. Quick recall of basic number facts and multiplication tables will prepare students for the maths lesson.

SCIENCE

The science teaching at EBIS follows the National Curriculum guidelines.

We aim to ensure that all pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. We develop their understanding of the nature, processes and methods of science, through different types of science enquiries that help them to answer scientific questions about the world around them. We aim to equip them with the scientific knowledge required to understand the uses and implications of science, today and in the future. Science is assessed half termly.

HISTORY

The history teaching at EBIS aims to ensure that all pupils: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. They will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Children will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.

GEOGRAPHY

The teaching of geography aims to ensure that all pupils: develop contextual knowledge of the location of globally significant places- both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Pupils will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time Children will deepen their understanding of geographical processes, interpret a range of sources of geographical information, including maps, diagrams, globes+, aerial photographs and Geographical Information Systems (GIS)

Children will communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

P.S.H.C.E

EBIS believes that children should fulfil their full potential whilst learning. Our PSHCE lessons are conducted by staff weekly. They are delivered through the SEAL framework. Weekly SEAL assemblies are delivered and the themes for each half term are integrated into the daily life in Key Stage 2.

Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people. They are fundamental to school improvement. Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to, and equipped to:

- Be effective and successful learners;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others or by themselves;
- Manage strong feelings such as frustration, anger and anxiety;
- Be able to promote calm and optimistic states that promote the achievement of goals;
- Recover from setbacks and persist in the face of difficulties;
- Work and play cooperatively;
- Compete fairly and win and lose with dignity and respect for competitors;
- Recognise and stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting the
- Right of others to have beliefs and values different from their own.

MODERN FOREIGN LANGUAGES

At EBIS we teach French and German and aim to make language learning fun and accessible to all. Pupils learn to talk about themselves, their families, their pets and where they live. They develop the ability to count competently, act out various role plays and hold a lengthy conversation. In year 6, the emphasis is still on oral skills, although writing, reading and listening skills begin to play a more important part in the curriculum.

ART

Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils are taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

I.C.T

In key stage 2, the curriculum aims to help children develop the skills to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology.

DESIGN AND TECHNOLOGY

When designing and making, pupils are taught to:

Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- Explore and evaluate a range of existing products, evaluate their ideas and products against design criteria

P.E

All pupils are given the opportunity to access a broad, exciting and high quality curriculum delivered by PE specialist staff. All pupils are given access to major team games, gymnastics, athletics, dance and health and fitness units of work. Swimming is offered at the beginning of the autumn term and the summer term. In swimming lessons, we aim to increase water confidence, develop strokes and improve water safety skills.

Pupils receive two lessons of PE each week and are actively encouraged to extend this time by participating in the wide variety of extracurricular activities on offer. The programme of study is progressive, allowing pupils to build on skills and knowledge every year.

MUSIC

During music lessons, pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

EXTRA CURRICULAR CLUBS

The school offers a variety of activities at lunchtime and after school, at different times of the year. Some activities run by school staff and others by external agencies. Letters are sent out the beginning of each term to provide parents and children with details.

HOMEWORK

We believe that homework can be of benefit to children and helps to develop parental involvement in the education of their children. Homework is given in line with national guidelines and children are encouraged to complete homework set by the due date. Homework is set according to the age and ability of the child.

All homework tasks are recorded in the pupil journals, a list of tasks for the coming week will be sent home on a Sunday.

Sunday (All tasks to be completed and handed in on Thursday)

- A spelling list inside a spelling book is sent home with your child. It is the responsibility of both child and parent to learn these words for a spelling test on Thursday.
- Literacy- 2 pieces of Grammar and Punctuation work will be sent home with your child.
- Maths- 2 pieces of Maths work will be sent home with your child. (Any abacus work will be sent out on this day.)
- SEAL- Ms Lauren will provide pupils with a parent/ child sheet, relating to the key issues raised during SEAL time that week. The aim of this activity is to encourage parent/ child contact time.

Thursday (All tasks to be completed and handed in on the Sunday)

- Literacy- longer written piece of work or comprehension task.
- Maths- 3 pieces of work to consolidate skills taught that week.
- 1 piece of science or Humanities work. This may include; research, model making, written reports etc. (Year 6 children may have science weekly leading up to CIPP exams)

A brief newsletter will be sent home to parents each Thursday to explain key objectives covered that week.

ASSESSMENTS

Assessment is an important part of your child's learning journey. We assess children at the beginning of the year, this enables us to measure your child's progress at different times in the year.

Assessment is implemented in a series of ways. There are formative and summative types of assessment. Formative is through observations of the children and questioning. Summative are the formal assessments that happen weekly and half termly.

Numeracy is assessed through Abacus. The children sit two tests, arithmetic and problem solving. The arithmetic assesses the children's ability to use their methods to answer questions. The problem solving paper is for using and applying the basic skills learned. Both are marked using a similar scale to the rising stars which determines whether a child is working at less, expected or more than expected progress.

Rising Stars assessments are used to assess the children's reading and grammar, punctuation and spelling. The tests are designed to provide teachers with a guideline as to what progress the students are making. However, for the first time, teachers can use their personal judgement. Most of the tests are out of 20 and the boundaries are as follows:

Progress	LEP	EP	MEP
Mark	0-10	11-15	16-20

Boundaries for Numeracy are also developed in the same way but adjusted according to the total of marks available on the test.

Science is also assessed half termly, using these boundaries.

Please note - Children are assessed throughout the year in different subjects and topics which means that their grades will fluctuate according to their understanding of those topics. For example, a student might score more than expected progress for poetry but then expected progress in newspaper writing. This does not mean that the child has not made any progress, it simply suggests that they are stronger in different genres of writing. The same applies for numeracy and science.

The Arabic Studies subjects will also have the Ministry of Education examinations.

Year 6 pupils will complete the Cambridge International Primary Programme exams.

Assessment results are reported to parents.

Taking time off on days prior to End of Term Exams damages progress in other subjects and is not accepted by the school.

SECTION 2: SCHOOL POLICIES AND PROCEDURE

KEY STAGE 2 SCHOOL DAY

07.45-8.00	Buses etc. Arrive
07.50-8.00	Flag & registration
08.00-08.30	Lesson 1- guided reading
08.30-09.20	Lesson 2
09.20-10.10	Lesson 3
10.10-10.30	Morning Break
10.30-11.20	Lesson 4
11.20-12.10	Lesson 5
12.10-01.00	Lesson 6
01.00-01.30	Lunch Break
01.30-02.15	Lesson 7
02.15-03.00	Lesson 8
03.00-03.15	Buses etc. Depart

GATE CHILDREN

Supervision in the playground offered by teachers will begin at 7:40am, and hence children arriving before this time will have no supervision. Saluting the flag begins at 7:50 am, and there all children **MUST** be in school by this time. Lessons start at 8:00am sharp, and it is essential that children arrive on time for this. Lateness not only disrupts the child, but also affects the whole class. Late children need to report to the Key stage 2 office before proceeding to the class. Any child arriving after 08:15am will remain at the key stage office until lesson 2, in order to avoid disruption. Lateness is recorded on the child's report.

At the end of the school day, parents need to pick children up from Gate 1 promptly, no later than 3:15pm. A KS2 supervisor, wearing a yellow jacket, will be available to supervise children while they wait for their parents, yet after 3:15pm, only the security will be at Gate 1. For your child's safety, please be prompt.

CONTACTING THE SCHOOL AND COMPLAINTS PROCEDURE

Complaint reason	Person dealing with Complaint	Method of complaint
Personal, social, health matters and homework	Class teacher/ co- teacher	Student Journal/ pre-arranged appointment

Buses	Mr Tarek	0100 008 4843
Admissions	Ms Sonia	0100 008 4843
Finance Department	Ms Hala Hegazy	0100 008 4843
Change of travel, emergencies and general enquiries	KS2 Office- Ms Wasfahan	01159888878

CONTACTING THE KEY STAGE HEAD

Many of the complaints above can be resolved at the local level; however, if it is felt that the complaint needs to be taken further, please write a letter to the Key Stage Head, Ms Lauren Fleming, and place it in a sealed envelope in the Pupil Journal. All letters are taken seriously and dealt with in a professional manner. Should a parent require a meeting, then this should be requested in the above manner.

CHANGES OF TRANSPORTATION

The schools need to be advised of any change of transportation before 10am of the day in which the changes are required. Parents need to inform the school either through the Pupil Journal of the child or by phoning the Key Stage 2 office. Informing the bus matron is not sufficient. If the child is going home with another child by car, both parents need to give consent through the link book or by phone.

ABSENCE FROM SCHOOL

All EBIS children are required to attend full-time. Parents are requested to apply to the Key Stage Head in writing for permission to take children out of school for holidays, medical appointments, family occasions etc.

Parents are strongly encouraged to try to restrict their holiday arrangements to holiday times rather than term time. Parents should also notify the school if their child is unable to attend due to illness or other emergency.

Parents are requested not to send their child to school when they are suffering from an illness or infectious condition (such as head lice). Parents should consider carefully whether children receiving medicines, such as antibiotics, are well enough to attend school. Parents should ensure that any medicines to be given at the school are properly labelled with the pupil's name, dosage and time required. Medicines cannot be administered without written instructions from the parent. The doctor will be informed and then administer any medicines. Parents should inform the school if their child has an infectious/ contagious condition.

We have a detailed record of the reasons for children's absence. Parents receive notification if their child's attendance falls below 90%

ILLNESS AND MEDICATION

When children become ill during school time it is our policy to send them home at once whenever possible. Parents are telephoned and asked to make arrangements for the collection of the child. Please do not send your child back to school until they are well and until 48 hours have passed in the case of sickness, diarrhoea and other contagious viruses. Please inform the school in writing of any relevant medical condition from which your child suffers (asthma, allergies, etc). Please ensure all medications are in date.

LOST PROPERTY

Valuable items found in school are left with the Key Stage 2 Assistant, Ms Wasfahan Ezzat. If your child has lost an article of clothing, etc, please begin by looking in these boxes. **IT IS VERY IMPORTANT THAT ALL CLOTHING IS CLEARLY MARKED WITH YOUR CHILD'S NAME AND CLASS.**

MONEY

In the case of trip money, any monies sent to school should be in a sealed envelope clearly marked with your child's name and the amount enclosed. Money for lunch should not exceed 20LE per day and is the responsibility of the child.

UNIFORM AND GENERAL APPEARANCE

All the items you need, can be purchased from the EBIS Uniform shop, located at the school. Please label all uniform, including your P.E kit.

Make sure that you ask for the correct uniform items and check the size.

Below is a list of Summer and Winter items:

Summer

White EBIS Polo shirt
Navy blue trousers

Winter

White EBIS polo shirt
Navy blue trousers
Navy blue hooded top
Navy blue jacket

Navy blue jumper

Footwear must only be black. Shoes must be worn. Trainers that are white or black can only be worn on P.E days.

Notes

Hair should be tied back at all times. Boys must keep their hair short. Veils should be blue or white only. Your uniform must be clean and in good repair.

P.E Kit

EBIS white t- shirt (short sleeves of long sleeves)

Navy blue track pants

White or Black training shoes

EBIS sweatshirt (winter only)

YOUR PE KIT IS NOT PART OF YOUR EVERYDAY UNIFORM AND MUST ONLY BE WORN ON THE DAY YOU HAVE A P.E LESSON.

KEY STAGE 2 EQUIPMENT LIST

These are the absolute minimum requirements for everyday study.

- Two pencils
- Two pens (blue)
- pencil sharpener
- ruler
- rubber
- protractor
- scissors
- coloured pencils
- 3 highlighters of different colours
- glue stick
- compass
- calculator
- 2 whiteboard pens
- 1 fountain pen (for handwriting)

All items must be clearly labelled with your name and class.

You will need to have access to a computer and printer at home. Expect to sometimes bring in your own flash drive which should also be labelled.

SCHOOL MEALS

The school has its own catering service. Dishes and sandwiches are prepared in a traditional manner from high quality ingredients. They are delivered to the school daily. This allows us to offer the children a great choice. Meals are served in the canteen. Children can sit with their friends inside the canteen or outside under a shelter. Lunchtime supervisors help children during lunchtime and supervise safe play.

If pupils are provided with a packed lunch, then all lunchboxes must be clearly marked with the child's name and class. We encourage healthy eating by asking that lunch boxes do not contain sweets or fizzy drinks.

REPORTING ON PUPIL PROGRESS

The progress and achievement of each child is carefully monitored and parents are informed regularly. Parent's are informed of their child's progress through reports and Parent-Teacher days.

REPORTS

Reports are written during December and June. This will include your child's academic performance and progress made.

PARENT TEACHER CONSULTATION MEETINGS

In addition to regular assessments and reports, there are opportunities during the year for parents to meet staff to discuss their child's progress. Parents have the opportunity of meeting teaching staff in a formal setting during each term. There is time for a short conversation at these Parent Consultations and opportunity for parents to ask any questions. Members of staff are happy to oblige if a matter requires a longer discussion, or parents request an alternative meeting.

PHOTOGRAPHS

The school photographer visits each year in the autumn term to take individual photographs, and class photographs. Other photographs and video recordings of school events may be taken as part of the school's record of its work. A letter will be sent out at the beginning of the term if parents wish for their child not to be used as class displays etc.

FIRE DRILLS

These are held during each half term, usually with no warning to staff or pupils. Everyone is expected to leave the building quickly, sensibly and in silence, and assemble in their nominated position. Notices showing the routes to all fire exits are placed in each room.

PARKING

Parking around school at the beginning and end of the day is always a problem. We would kindly ask parents to park safely near Gate 1 and to drive slowly in this area as there are children about. Gate children need to be dropped off and picked up **ONLY** at Gate 1. Please also respect the people living close to the school.

SCHOOL CLOSURE

School would only ever be closed, other than designated holiday times, due to an emergency or extreme weather conditions. Should this be the case, announcements would be made by phone calls from the Key Stage office in the case of children using cars or by the bus matron for those using the bus. If an emergency is expected a day or a few days beforehand, parents should expect a message on their mobile or a letter in the pupil journal.

Key Stage 2 Rewards and Sanctions Policy

Aims:

- To outline what rewards are available for children and when and how a reward can be used.
- To outline what sanctions will be used depending on the severity of incident.

Rewards

Praising students will raise their self-esteem, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society. Praise can be linked to work, effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement, and should be given when:

- It is above the standard for that group (form, year, key stage, school).
- It is above the standard for that pupil.
- It is of a consistently good standard - this one often gets missed.

Types of reward include:

Positive comments in class and/or reinforcement at end of lesson;

- Using the pupil journal effectively - this is a way of letting both teacher and parents know.
- Positive referral - this can be to the pupil's Teacher, Head of Year, Head of Key Stage, or Principal.
- A letter home to parents.

- Parents' Evenings - use these as a means of praising where appropriate.
- Key Stage or whole school assemblies where children are awarded certificates for outstanding personal achievements, either academically or socially, and are recorded in the students' file as a permanent record of their achievements.

House Points:

House points are an excellent way of rewarding children and are a fair representation of effort and behaviour. The house point system is as follows:

- Children are given house points as a reward for outstanding effort or behaviour. House points can be awarded for extra work, behaviour, class contributions, line behaviour and role models etc...
- The children are rewarded additionally when they reach certain markers. When they children reach 20, 50, 100 and 200 points they are rewarded with a generous prize.

Golden Rules and Golden Time

The golden rules and Golden time are a fundamental duo! Together they provide a positive behaviour and sanctions system that couple with behaviour guidelines that are based on moral values. They are as follows:

- We are gentle - We do not hurt others
- We are kind and helpful - we do not hurt anybody's feelings
- We listen - We do not shout out

- We are honest - We do not cover up the truth
- We work hard - We do not waste our own or other's time
- We look after property - we do not waste or damage things

Golden time helps pupils achieve their full potential! Golden Time is a key stage 2 activity session to celebrate keeping the golden rules. Golden time activities are special activities that the pupils have chosen to do. With a consequence for their actions, pupils learn about the difference between positive behaviour and keeping the golden rules, and disruptive or unhelpful behaviour that stops everyone moving forward. Golden time boards are visible in all classrooms, pupils are given 2 warnings before missing 5 minutes of their golden time. Throughout the week, pupils can lose up to the full lesson of activities. Whilst pupils who have kept the golden rules enjoy their chosen activity, pupils missing time will sit with the head teacher and discuss the reasons for missing golden time.

Each half term key stage 2 will celebrate any pupils who have never missed golden time by having a film and popcorn afternoon.

Sanctions

The school has agreed standards of behaviour with pupils and parents because it believes that good and thoughtful behaviour is essential for effective learning. We seek to prepare pupils to take their place in society. Pupils do not always conform to these agreed standards and a system of sanctions is therefore required.

Sanctions can be linked to work, effort, behaviour and personal conduct and should be given when behaviour, work or effort is:

- Below the standard expected by the school.

- Below the standard of that pupil.
- Of a consistently poor standard.

We will always try and avoid:

- Negative comments - especially about the person
- Punishing a whole group
- Inconsistency and bias
- Threatening and not carrying through those threats
- Imposing excessive sanctions
- Aggressive shouting
- Put downs and sarcasm
- Ridicule or humiliation
- Causing intentional embarrassment

What sanctions can we use?

- Make our disapproval clear - by a look, by talking to the student, by showing our disapproval in front of others.
- Insisting that work is repeated/completed or that extra work is done.

- Students should be moved in class if their present position is influencing their ability to learn or influencing the learning of others.
- Using the pupil journal to record information which we wish to pass on to the form Teacher or parents.
- Loss of Privileges e.g. Golden Time - if this is felt by the Head of Key Stage to be an appropriate sanction.
- Meet with pupil and Head of Year to discuss conduct and agree the way forward.
- Break-time detention.
- Pupil referred to / Head of Year/ Head of Key Stage/ Principal.
- After school detentions with parent meeting and meeting with behaviour counsellor.
- Head of Year and Head of Key Stage report cards.
- Suspension.

Head of Year report

The Head of Year report card will be printed on yellow card and will last for one week. It will involve the child providing this document to each teacher on a daily basis. The teacher will then grade the child's attitude and behaviour on a 1-5 scale; 1 being unacceptable and 5 being well behaved and good effort. Each day will be marked out 70 and any score less than 50 is deemed unacceptable; the total will be calculated at the end of each day. The Head of Year report will also go home to parents and will be signed by both the Head of Year and the parents on a daily basis. Once the child's behaviour has been monitored for a week the Head of Key Stage will sign the child off report if he/she feels it necessary. The following are directions of use for the Head of Year contract.

- It is the pupil's responsibility to provide the teacher with this card at the start of every lesson.
- It is also the responsibility of the pupil to ensure this card is preserved in its original state. Any damaged or lost cards will result in the child staying on report.
- Staff are expected to fill in details for their lesson according to the 1-5 scale.
- Head of Year is expected to sign and return back to child at the end of each day ready for the child to take home to be signed by parent.
- Parents are expected to sign at the end of each day and the card is to be returned the next day.

Head of Year reports can be issued to pupils for the following reasons:

- Repeated misbehaviour.
- Following two lunchtime detentions.
- Rudeness to members of staff.
- Defying instructions.
- Continuously disturbing other pupils and preventing them from doing their work.
- Encouraging others to misbehave.

Pupils will be expected to reflect on their behaviour and either discuss or write down how they feel about their actions. They may be asked to write a letter of apology if this

is seen to be appropriate. The pupil may be referred for counselling with the positive behaviour office or psychologist.

After school detentions

If a child continues to demonstrate poor behaviour and effort, having been already issued with a Head of Year report; then the child will be issued with an after school detention. After school detentions will be on Thursday, 3pm till 4:30pm there will be an after school detention with Ms Lauren, Deputy Heads of Key Stage and the positive behaviour councillor. Pupils will stay and reflect on the negative behaviour demonstrated. At 4pm parents will come to school, collecting their child and a meeting will be compulsory to discuss ways forward with behaviour.

Head of Key Stage Report

At this stage the Key Stage Head and parents of the pupil will be immediately involved. It will involve the behaviour of that child being closely monitored by the Head of Key Stage and they alone will be responsible for this. Parents will receive the report card and will be expected to sign it daily. If the offence is considered serious enough by the Key Stage Head an automatic Head of Key stage report card could result in any of the stated consequences being implemented directly.

Serious offences include:

- Violating or damaging school property
- Stealing
- Racist/Religious remarks
- Any behaviour which causes danger to the pupil or others

- Serious physical or verbal abuse of pupils or staff

Suspension

Where suspension is given, a meeting will be called with parents, Head of Key Stage, Head of year and/or teacher and the behaviour discipline officer.

Suspension will be given if there is:

- Physical aggression including fighting.
- Severe and persistent bullying (including Cyber bullying).
- Serious physical or verbal abuse towards pupils or staff

Any child returning to school after a suspension will automatically go on a Head of Key Stage report card.

At parents' meetings, the cards may be shown to support decisions and as evidence of poor behaviour.

IF AN OFFENCE IS SERIOUS ENOUGH IN THE VIEW OF THE KEY STAGE HEAD AN AUTOMATIC HEAD OF KEY STAGE REPORT CARD CAN BE ISSUED TO A PUPIL, EVEN IF NO OTHER CARDS HAVE PREVIOUSLY BEEN GIVEN.

THE HEAD OF KEY STAGE RESERVES THE RIGHT TO REMOVE PRIVILEGES SUCH AS ATTENDING SCHOOL TRIPS AND SPECIAL DAYS IF ANY CHILD'S BEHAVIOUR IS DEEMED UNACCEPTABLE.

In KS2 each school day is a fresh start and children will be given the chance to redeem themselves from their poor behaviour in previous days.