

PARENTS' INFORMATION HANDBOOK

**ACADEMIC YEAR
2020-21**



**NON SIBI SED SCHOLAE
NOT FOR YOURSELF BUT FOR YOUR SCHOOL**

Contents

Mission Statement	3
Acknowledgement Form	4
The English School Code of Conduct	5
School Calendar – Academic Year 2020-2021	8
Beginning of Academic Year 2020-21	10
Year 1 Students Induction Day Programme and Year 6 & 7 Return to School	18
Mid-Programme Entry Students’ Induction Day Programme	20
YELLIS Aptitude Online Tests and ID Photographs	21
Student ID cards- Digital Photos	22
Timetable Structure	24
Book Purchasing 2020-2021.....	25
Required Books for Year 1	27
Required Books for Year 2	29
Required Books for Year 3	31
Required books for Year 4.....	33
Required books for Year 5.....	37
Required books for Year 6.....	39
Required books for Year 7.....	43
Uniform – Summary of Items.....	46
First Aid – Health Care and Administration of Medicines Policy.....	51
Assessment	67
Assessment Calendar	71
External Examination Results Day, Re-marking and Re-sit Guidelines	72
School Policies.....	75
Policy on Student Celebrations.....	77
Rewards and Sanctions Policy.....	78
Anti-Bullying Policy.....	81
Attendance Policy.....	90
Mobile/Smart Phones Policy	98
Online Safety Policy	103
School-based Counselling Service	107
Special Educational Needs and Disabilities (SEND) Policy	109
General Promotion Criteria for Students	116
Policy regarding Private Lessons.....	119
Complaints Policy - Procedure for parents and guardians.....	120

The English School Performing Arts Department and Activities	122
Physical Education – Afternoon Games	125
Staff Lists	128
Senior Leadership Team	128
Teaching Staff	130
Support Staff:	134
School Information	136

Mission Statement

The English School exists to promote academic excellence through high quality processes of teaching and learning. The school seeks to maximise individual potential by providing rich and engaging educational experiences and challenges, supported by talented and trained staff, in a safe and caring environment and using modern pedagogical techniques and new technologies.

The English School student is an articulate, autonomous, life-long learner who is developing the cognitive skills to think critically and creatively, to evaluate information and to collaborate with staff and other students in order to assess his/her own attainment and progress.

The school is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender and individual needs.

The English School's main goal is to prepare students to access the highest quality tertiary education and to become global and democratic citizens, empowered to adopt key leadership roles in their adult lives.

The school motto is '*Non sibi sed scholae*' which means that students should be proud to be a member of the school and put the school community and other people before their own needs.

Acknowledgement Form (Should be completed by 15th September 2020.)

All Parents' must confirm that they have read The English School of Conduct and Home/School Agreement.

There is a [link](#) in the Parents' Portal so you can confirm receipt.



The English School Code of Conduct

The Code of Conduct is intended to support and encourage all students in the school community to meet the following standards which reflect the significant values underlying the school mission statement: Respect, Tolerance, Fairness, Selflessness and Responsibility.

The Code of Student Conduct has three sections.

- A Students' Rights section
- A Students' Responsibility section
- A Sanction section to deal with transgressions

All English School Students have the following Rights:

- To be treated equally and respectfully by all others in the school community
- To have access to formal complaint procedures for those situations in which they believe themselves to be victims of discrimination based on gender, ethnic background, colour, religion, sexual orientation or disability
- To have access to procedures to appeal a decision about misconduct charges or sanctions on their part
- To expect safety, confidentiality, and privacy when being considered for misconduct or when reporting the wrongdoing of others

All English School Students have the following Responsibilities: *

- To complete all academic work honestly and responsibly, rejecting all forms of cheating, plagiarism or dishonest presentation of one's work
- To respect the rights and responsibilities of all individuals in the school community
- To behave safely and responsibly by refraining from all forms of misconduct or aggressive or disrespectful behaviour toward individuals or property
- To refrain from the use of disrespectful communication to or about others
- To reject all forms of discrimination or harassment toward others
- To attend all classes on time
- To meet school standards on appearance and dress/uniform regulations
- To refrain from the use of mobile phones and extraneous electronic equipment while in classes or educational activities
- To not engage in any behaviours involving the use of drugs, alcohol, addictive substances or smoking
- To participate as required in all school activities and functions, including all lessons and sporting activities
- To refrain from any political party campaigning or promotion in the school
- To act at all times in a manner which will not bring discredit upon themselves, their family and their school
- To use the internet and ICT in School safely and to refrain from using social networking sites or the internet to harass other students or staff
- To refrain from the use of violence towards other students and staff

**The above list is not exhaustive and can be extended in the future*

Home / School Agreement

The English School has the following responsibilities:

- To provide a comprehensive and engaging education to all its students
- To place the individual child at the heart of everything it does
- To monitor individual student progress and intervene if there is evidence of underachievement
- To keep all of its students' safe
- To respect the rights and responsibilities of all individuals in the school community
- To ensure that staff provide regular and useful feedback on written and classwork completed by their students
- To offer a modern and relevant curriculum
- To offer a wide range of extra-curricular activities and educational visits
- To monitor student attendance and take action when there are problems
- To refrain from any party political campaigning or promotion in the school
- To prepare students adequately for higher education and employment
- To provide an effective programme of social, moral, spiritual and health guidance through its assemblies, PHSCE programmes
- To liaise regularly with parents to maintain good communication and effective care *in loco parentis*
- To implement an effective behaviour management system to ensure all students are in an environment conducive to learning, using both rewards and sanctions
- To deal with communications from parents in a courteous and prompt manner

The English School parents have the following responsibilities:

- To ensure their children attend school regularly and arrive promptly in the morning
- To monitor their child in his/her home learning to ensure that he/she completes all task and activities set by the teacher and submits them on time
- To communicate with the school if their child is having difficulties, experiencing bullying or falling behind academically
- To support the school and the actions of the Leadership team if their child is involved in bullying
- To communicate promptly with the school if their child is ill and cannot attend
- To support the school by emphasising the need for good behaviour, regular attendance and promptness to their child
- To work in close collaboration with school staff to ensure that the best possible educational experience is provided for their child
- To communicate with the school if their child has any long-term medical conditions which will hinder his/her learning
- To refrain from imposing undue pressure on their child in terms of attainment expectations. It is more effective to be supportive and encouraging.
- To attend parents' consultations and review days regularly and with their child

- To communicate with school staff in a positive spirit of collaboration
- To encourage their child to participate in extra-curricular activities

Sanctions for Misconduct:

Failure on the part of students to live up to these standards will be seen as a breach of the Code of Student Conduct. It will incur intervention or disciplinary action, which will take one or more of the following forms, depending on the severity of the misbehaviour. In some instances, restitution or restoration to the victim will also be expected.

Sanctions might include the following but not necessarily in this order depending on the severity of the misconduct:

- A work assignment
- Guidance intervention by a member of staff
- Contact with parents/parental meeting
- School detention
- Immediate withdrawal from class or activity for a referral to Leadership Team
- Community service assignment
- Suspension
- Discipline Committee hearing
- Permanent exclusion

Wherever possible, the sanctions will be guided by restorative principles in an attempt to educate the students not to transgress the Code of Student Conduct again.

Note that the School reserves the right to inspect student property, including electronic devices, in cases of suspected bullying.

To ensure all students are adequately protected, the School reserves the right to sanction students who may be found to be perpetrators of bullying or harassment of other students outside school hours and/or off the school premises.

Such sanctions will be implemented according to the School's Behaviour Policy.



School Calendar – Academic Year 2020-2021

The updated version of the School Calendar can be found on our website.

Link: <https://www.englishschool.ac.cy/calendar>



Main Term and Exam Dates

Autumn Term:

- Mid-Programme Entry Induction Day: **Friday, 4th September 2020**
- New Students Induction Day + ID Photos: **Monday, 7th September 2020**
- Years 6 & 7 in school: **Monday, 7th September 2020**
- Years 1 to 7 in school: **Tuesday, 8th September 2020**
- Half Term: **Wednesday, 28th October 2020 to Friday, 30th October 2020**
- Term Ends: **Tuesday, 22nd December 2020**

Spring Term:

- Term Starts: **Thursday, 7th January 2021**
- Half Term: **Monday, 22nd February to Friday, 26th February 2021**
- Year 4 Mock Exams: **Monday, 1st March 2021 and Tuesday, 2nd March 2021**
- Year 5 Mock Exams: **Monday, 1st March 2021 to Wednesday, 17th March 2021**
- Year 6 Mock Exams: **Monday, 8th March and Tuesday, 9th March 2021**
- Year 7 Mock Exams: **Monday, 1st March 2021 to Wednesday, 17th March 2021**
- Term Ends: **Friday, 23rd April 2021**

Summer Term:

- Term Starts: **Monday, 10th May 2021**
- Provisional last day for Years 5: **Friday, 23rd April 2021**
- Provisional last day for Year 7: **Friday, 14th May 2021**
- Provisional last day for Year 1-4 and 6: **Friday, 21st May 2021**
- Year 1-4 and Year 6 EoY Exams: **Wednesday, 26th May 2021 to Thursday, 10th June 2021**
- Students last day: **Friday, 18th June 2021**
- Terms End: **Wednesday, 30th June 2021**

Public and School Holidays

- **1st October 2020 – Cyprus Independence Day**
- **28th October 2020 – Ochi Day**
- **13th November 2020 – Archbishop's Name**
- **23rd December 2020 to 6th January 2021 - Christmas Holidays**
- **30th January 2021 – The 3 Hierarchs Day**
- **15th March 2021 – Green Monday**
- **25th March 2021 – Greek Independence Day**
- **1st April 2021 – Cyprus National Day**
- **26th April 2021 to 7th April 2021 – Easter Break**
- **1st May 2021 – Labour Day**
- **11th June 2021 – Apostolos Varnavas**
- **21st June 2021 – Pentecost (Kataklysmos)**

For calendar highlights please visit our website: www.englishschool.ac.cy

All events will be posted on our website. <http://www.englishschool.ac.cy/calendar>

Also, like us on Facebook: <https://www.facebook.com/TheEnglishSchoolNicosia/>



Beginning of Academic Year 2020-21

Day	Date	Start	End	Description	Room
Wed	02-Sep	08:45	09:00	Year 1 Boys Jubilee Trip	Outside the Main Building
Fri	04-Sep	08:45	09:00	Year 1 Girls Jubilee Trip	Outside the Main Building
Mon	07-Sep	07:40	12:00	Year 1 - New Student Induction and ID photos (see separate document / announcement)	Hall, Science Building, Computer Labs, Sports Centre
Mon	07-Sep	Only Years 6 and 7 in school			
Mon	07-Sep	07:40	08:15	Welcome Assembly – Year 6 Welcome Assembly – Year 7	Lecture Theatre Study Centre
Mon	07-Sep	08:15	08:45	Form Tutor period	
Mon	07-Sep	08:45	13:35	Lessons	
Tue	08-Sep	All Year Groups (Yrs1-7) in School			
Tue	08-Sep	07:40	08:20	Year 1 Form Tutor Time Year 6 Form Tutor Time	Form Rooms
Tue	08-Sep	07:40	08:00	Welcome Assembly for Year 2 Welcome Assembly for Year 4	Lecture Theatre Hall
Tue	08-Sep	07:40	08:00	Year 3 Form Tutor time Year 5 Form Tutor Time.	Form Rooms
Tue	08-Set	08:20	13:35	Regular classes for the whole school	

Autumn Term

Wk	Day	Dt	Month	Details
	Tue	11	Aug	CIE results released
	Thu	13	Aug	GCE, IAL results released
	Sat	15	Aug	Public Holiday - Dormition of the Holy Virgin
	Thu	20	Aug	i/GCSE Exam results
	Wed	26	Aug	The European Youth Parliament National Session
	Thu	27	Aug	The European Youth Parliament National Session
	Fri	28	Aug	The European Youth Parliament National Session
	Tue	1	Sep	Autumn Term begins
	Wed	2	Sep	Provisional: Year 1 Boys - Jubilee Workshop (a day trip) - Group A
	Thu	3	Sep	Provisional: Year 1 Boys - Jubilee Workshop (a day trip) - Group B
	Fri	4	Sep	* Year 4 Yellis + ID Photos * Year 2-6 Mid-Programme Entry Induction + Photos * Provisional: Year 1 Girls - Jubilee Workshop (a day trip) - Group A
	Sat	5	Sep	* Provisional: Year 1 Girls - Jubilee Workshop (a day trip) - Group B
1A	Mon	7	Sep	* Year 1 Induction + ID Photo * Years 6 and 7 in School
1A	Tue	8	Sep	* All Students in School (Years 1-7)
1A	Fri	11	Sep	* New students instrumental orientation Periods 5 and/or 6 * Provisional: DofE Presentation Ceremony (Postponed due to COVID-19)
Weekly Events				Activities (14/09 - 18/09)
2B	Mon	14	Sep	* Activities Fair 2020 * Senior Choir Auditions
2B	Tue	15	Sep	* Parents Information Evening * School deadline for UCAS early deadline courses/ universities
2B	Wed	16	Sep	* Band/String Orchestra/ Senior Choir Auditions
2B	Thu	17	Sep	* Band/String Orchestra/ Senior Choir
2B	Fri	18	Sep	* Year 3 Assembly * Year 3 Parents DofE Information Evening * Provisional: Prospective Parents Meeting in the North
All Extra Curricular Activities (ECA) start on the 21st September 2020 and end 23rd April 2021				
Weekly Events				Provisional: Head Boy and Head Girl Elections (21/9 - 23/9)
3A	Mon	21	Sep	Campaigning for Head Boy/Head Girl Elections (Postponed because of COVID-19)
3A	Tue	22	Sep	Campaigning for Head Boy/Head Girl Elections continue

Wk	Day	Dt	Month	Details
3A	Wed	23	Sep	Hustings and Voting (specific arrangements to be finalised)
3A	Thu	24	Sep	New Parents Cocktail
3A	Fri	25	Sep	Classics evening
4B	Tue	29	Sep	Year 6 Parents Evening
4B	Wed	30	Sep	Year 3 Prom (Currently Year 4 students) rescheduled due to COVID-19
4B	Thu	1	Oct	Public Holiday - Cyprus Independence Day
Please note: Year 1 Class Representatives Elections (During PSHCE Lessons this week)				
Weekly Events			World Space (5/10 - 9/10)	
5A	Wed	7	Oct	Proposed: Year 2 Educational trip (postponed due to COVID-19)
5A				9/10 - 10/10 A-Level Biology Fieldtrip (9th to 10th Oct)
6B	Wed	14	Oct	F1 in schools Year 3 entry class finals. Rescheduled from the year 2019-2020 due to COVID-19. Venue: Science Building
6B	Fri	16	Oct	16/10-18/10 Talent Night auditions
Please note: School Class photos will be organised during PSHCE during week 7A and 8B				
Weekly Events			Language (19/10 - 23/10)	
7A	Wed	21	Oct	Open Day
7A	Fri	23	Oct	Non-Uniform Day
Please note: (a) School Class photos will continue during PSHCE lessons during week 8B (b) The Geography Department during week 8B will organise an educational trip for Year 6 - 7 Geography students to Cranedale, UK. This is part of the curriculum being studied. Details will be communicated in September 2020				
8B	Wed	28	Oct	Public Holiday - Ochi Day Parade by PE Dept. 28th October Parade
8B	Thu	29	Oct	Half Term
8B	Fri	30	Oct	Half Term
Please note: The Geography Department between week 9A and 10B will plan a mandatory for all Year 3 students Coastal field trip (due to curriculum requirements). Each set will undertake one fieldtrip, and this will be subject to timetable constraints. Details will be communicated in September 2020.				
Monthly Event			November (a) Anti-Bullying (b) Provisionally "Movember" - moustache only	
Weekly Events			Tree Planting (2/11 - 6/11)	
9A	Mon	2	Nov	Training Day: School closed for Students
9A	Wed	4	Nov	* Year 1 Parents' Afternoon * BMAT and other university entry Exams
9A	Thu	5	Nov	Founder's Day Ceremony
9A	Fri	6	Nov	Founder's Day 7-a-side Football & other Sports Events
	Sun	8	Nov	Provisional: Founder's day Games Vs ESOBGA

Wk	Day	Dt	Month	Details
10B	Mon	9	Nov	* Boys Inter-House Cross Country Competition * External exam registrations open
10B	Tue	10	Nov	Girls Inter-House Cross Country Competition
10B	Wed	11	Nov	* Armistice Day / remembrance * Year 7 Parents' Afternoon
10B	Fri	13	Nov	School Holiday - Archbishop's Name Day
	Sat	14	Nov	MEDIMUN workshop
Weekly Events				Celebrating Talent - Sport / Arts (16/11 - 20/11)
11A	Mon	16	Nov	Boys Inter-House Cross Country Competition
11A	Tue	17	Nov	Girls Inter-House Cross Country Competition
11A	Wed	18	Nov	Year 6 Parents' Afternoon
11A				<u>20/11 - 21/11</u> * Talent Night performance * External exam registrations close
12B	Tue	24	Nov	Year 3 Students Option Presentation
12B	Wed	25	Nov	Year 5 Parents' Afternoon
12B	Thu	26	Nov	Year 3 Parents Option Evening
	Sat	28	Nov	EYP Internal General Assembly
Monthly Event				December: Acts of Kindness
Weekly Events				Erasmus + (01/12 - 04/12)
13A	Mon	30	Nov	*External Exam Payments due *GCSE Drama Component 1: Devising Performance (Venue: HALL @ 6pm)
13A	Tue	1	Dec	* Year 5 Students Options Presentation, (Periods will be communicated) * Erasmus+
13A	Wed	2	Dec	* Erasmus+ * Year 4 Parents' Afternoon
13A	Thu	3	Dec	* Erasmus+ * Year 5 Parents Options Evening
13A	Fri	4	Dec	* Erasmus+ * Blood Donation / (Study Centre)
	Sat	5	Dec	* EYP Inter-School Session * Salakian Hockey Trophy - 1st Round * Instrumental Programme Recital
Please note: The Geography Department between week 14B and 15A will plan a mandatory Urban Fieldtrip for Year 5 Geography students (due to curriculum requirements). Each set will undertake one fieldtrip, and this will be subject to timetable constraints. Details will be communicated in September 2020				
14B	Mon	7	Dec	* Tree Lighting event * GCSE Drama Component 1: Devising Performance * Instrumental evaluations 1
14B	Wed	9	Dec	Year 3 Parents' Afternoon
14B	Thu	10	Dec	Human Rights Day
	Sat	12	Dec	* CTY Greece (ES Hosting) * Rehearsals for Christmas Concert

Wk	Day	Dt	Month	Details
				<u>12/12 - 13/12</u> Rehearsals for Christmas Concert
Weekly Events				Anti-Poverty (14/12 - 18/12)
15A				<u>14/12 - 15/12</u> Christmas Concert
15A	Wed	16	Dec	Year 2 Parents' Afternoon
15A	Thu	17	Dec	Year 1-3 Autumn Progress Reports
15A	Fri	18	Dec	* "Play it forward" – music in the community day * Year 4-5 Autumn Progress Reports "
16B	Mon	21	Dec	Year 6-7 Autumn Progress Reports
16B	Tue	22	Dec	* End of Autumn Term * Christmas Bazaar



Spring Term

Wk	Day	Dt	Month	Details
17A	Thu	7	Jan	Spring Term begins
<p>Please note: NCH and NMA Geography sets, missed the Akaki river Fieldtrip last year, this will be re-scheduled during 18B and 19A. This is a mandatory Fieldtrip for IGCSE (Year 4) Geography students (due to curriculum requirements). Each set will undertake one field trip, and this will be subject to timetable constraints. Details will be communicated in December 2020.</p>				
Monthly Event			January (a) Literacy and Book (b) Honours Club	
18B	Wed	13	Jan	Junior Achievement Cyprus Internal Competition Event in the Hall
	Sat	16	Jan	<u>16/01 - 17/01</u> School Musical retreat / intense rehearsals
19A	Thu	21	Jan	MIDYIS (Year 1)
20B	Wed	27	Jan	UNESCO International World Holocaust Day
	Sat	30	Jan	MoE Holiday - The 3 Hierarchs
	Sun	31	Jan	
Monthly Event			February Wellbeing and Mental Health Awareness	
21A	Mon	1	Feb	Youth Action Day
21A	Wed	3	Feb	Careers Convention
21A	Fri	5	Feb	<u>5/2 - 7/2</u> MEDIMUN Conference
	Sat	6	Feb	Salakian Hockey Trophy - 2nd Round
Weekly Events			Chinese language and culture (8/2 - 12/2)	
22B	Fri	12	Feb	Charity event organised by Greek A-level students (research task topic)
23A				<u>15/2 - 19/2</u> Year 5, 6 and 7 Revision week
23A	Mon	15	Feb	Year 6 - Student Leaders - Head Boy and Head Girl Application Submission Open
23A	Wed	17	Feb	Sports Day
				<u>22/02 - 26/02</u> Half Term
<p>Please note: The Geography Department between week 24B and 25A will plan a mandatory field trip to Akaki river for Year 4 Geography students (due to curriculum requirements). Each set will undertake one field trip, and this will be subject to timetable constraints. Details will be communicated in December 2020.</p>				
Monthly Event			EcoSchool	
24B	Mon	1	Mar	01/03 - 17/03 Year 4, 5, 6 and 7 Mocks (refer to individual student schedule)
24B	Tue	2	Mar	Year 2 Educational Trip

Wk	Day	Dt	Month	Details
25A	Thu	11	Mar	Tsiknopempti - Non-Uniform Day
Weekly Events			European languages and Careers	
26B	Mon	15	Mar	Public Holiday - Green Monday
26B	Tue	16	Mar	Year 6 - Student Leaders - Head Boy and Head Girl Application Submission deadline
26B	Wed	17	Mar	Year 6 Students UCAS Presentation
Weekly Events			Healthy Eating	
27A				<u>22/3 - 26/3</u> Year 5, 6 and 7 Feedback week
27A				<u>22/3 - 23/3</u> Greek Creative writing Club poetry event to celebrate the International day of poetry. Year 6 Parents UCAS Presentation (19:00-20:00)
27A	Mon	22	Mar	Year 6 Parents UCAS Presentation - (19:00-20:00)
27A	Thu	25	Mar	Public Holiday - Greek Independence Day PE Parade 25th March Parade
27A	Fri	26	Mar	<u>26/3 - 28/3</u> F1 in Schools National Finals
	Sun	28	Mar	Acoustic Night
28B	Mon	29	Mar	Release March mock reports
Monthly Event			April Study Skills	
28B	Thu	1	Apr	Public Holiday - Cyprus National Day
				<u>3/4 - 4/4</u> The European Youth Parliament National Pre-selection
Weekly Events			Arts Week (5/4 - 9/4)	
Weekly Events			Head Boy and Girl Elections (12/4 - 14/4)	
30B				<u>12/4 - 13/4</u> Campaigning for Head Boy/Head Girl Elections
30B	Wed	14	Apr	Hustings and Voting
30B	Wed	14	Apr	F1 in schools Year 2 entry class finals
30B	Thu	15	Apr	*World Art Day - exhibition * Instrumental Programme Concert
	Sun	18	Apr	George and Dina Hadjigeorgiou Charity Walk
Weekly Events			ECA award week (19/4 - 23/4)	
31A	Tue	20	Apr	Spring progress reports released
31A	Fri	23	Apr	* Spring Term Ends * Last day for Year 5 * Non-uniform Day
				<u>26/4 - 7/4</u> Easter Holiday

Summer Term

Wk	Day	Dt	Month	Details
Monthly Event				May Science and Discovery month
32B	Mon	10	May	Summer Term Begins Revision week for Year 7
32B	Mon	10	May	10/5 - 14/5 Revision week for Year 7
32B	Wed	12	May	Year 1 Educational Trip
	Sun	16	May	European Day and Science Fair (Collaboration of Erasmus+, Lower School Science Teachers and Year 2 Pastoral Assistant Head and Head of Year)
33A	Fri	21	May	Provisional Last day for Years 1-4 and 6
34B				26/5 - 9/6 Year 1-4 and 6 EoY exams
35A	Fri	4	Jun	Mid-programme Interviews - Year 1 to 4 and 6 EoY exams
36B	Thu	10	Jun	* Year 3 Dinner and Dance * Year 1-4 and 6 EoY exams
36B	Fri	11	Jun	School Holiday-Apostolos Varnavas
37A	Tue	15	Jun	D&T GCSE, GCE Exhibition
37A	Wed	16	Jun	16/6 - 18/6 Year 1-4 and 6 Return of EoY exams
37A	Wed	16	Jun	* DofE Award Presentation Ceremony * D&T Lower School Exhibition
37A	Fri	18	Jun	Sports Award Ceremony
38B	Mon	21	Jun	Public Holiday - Pentecost (Kataklysmos)
38B	Fri	25	Jun	* Year Reports released * Graduation Ceremony (Provisional)
Educational trips abroad: (a) Geography trip to Switzerland, (b) French trip to Paris, France (c) CPA trip				
39A	Mon	28	Jun	Graduation Ceremony (Provisional)
39A	Wed	30	Jun	End of summer term

Year 1 Students Induction Day Programme and Year 6 & 7 Return to School

Monday, 7th September 2020

Programme:

All students must be in school uniform

Year 1:

07:30 Arrive outside the Main Building Reception and assemble outside the Hall in the quadrant

07:35 Year 1 Parents dismissed and students start entering the Hall

7.40 Year 6 students gather in Lecture Theatre and Year 7 students gather at Study Centre for short assemblies led by Heads of Year and GEO. HM to also attend and address assemblies, if time allows.

07:40 Year 1 students to gather in the Hall

- Welcome by the Headmaster, Mr David Lambon
- Welcome presentation by the Assistant Head i/c of Lower School, Ms Elena Ignatiou
- Welcome by the Head of Year 1, Ms Elena Chrysanthou and introduction of Year 1 Form Tutors
- Form Tutors will read out their class lists and take their students to their form room

08:00 Year 1 students move to Form Rooms

Form Tutors will go through all the essential information our new students need to know about their new school.

8.15 Following their assemblies, Years 6 and 7 go to their allocated Form Rooms to meet up with Form Tutors: *Content of FT period to be finalized with HsoY.*

8.45 Years 6 and 7 go to Period 2 as indicated on their individual TTs.

09:00 Guides/Peer Mentors will escort each Year 1 form on an orientation walk round the School

9.35-9.55 Break for Years 6 and 7 – For today they will go to the Study Centre for snacks and not the main Canteen which will be used exclusively by Year 1 during 1st Break.

09:45 Break (Year 1)

10:00 Year 1 students to gather in the Hall

Presentation on the School's Sports and Afternoon Games programme

The Physical Education Department and the Heads of House will welcome the new students and give them the relevant details

10:20 Presentation on the School's Music programme

The Music Department will give students some details about joining the Choir and/or Orchestra

10:40 Students move to Science Building

10:45 Computer system introduction and ID Photographs

Group A: Introduction to Office 365 by ICT teachers

1B – SB16 Led by **KKU**

1G – SB17 Led by **TPA**

1J – SB18 Led by **CMA**

Group B: ID Photographs

1R, 1W and 1Y outside the library

Once students finish photographs, to move to the Lecture Theatre with their Form Tutors for Team Building activities led by Student Mentors

11:30 Computer system introduction and ID Photographs

Group B: Introduction to Office 365 by ICT teachers

1R – SB16 Led by **KKU**

1W – SB17 Led by **TPA**

1Y – SB18 Led by **CMA**

Group A: ID Photographs (**KOU and GAR**)

1B, 1G and 1J outside the library

Once students finish photographs, to move to the Lecture Theatre with their Form Tutors for Team Building activities led by Student Mentors

11.35-11.55 Break for Years 6 and 7 (either main Canteen or Study centre)

12.15 End of Induction Day for Year 1 students

Parents may pick up their children

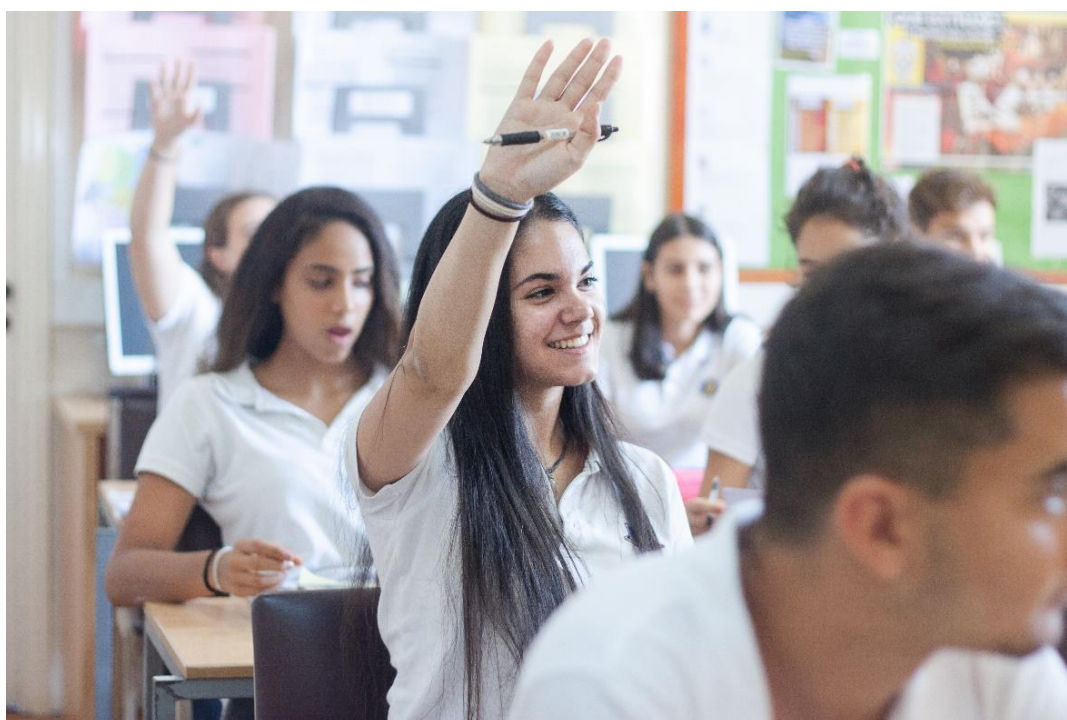
13.35 End of day for Years 6 and 7



Mid-Programme Entry Students' Induction Day Programme **Friday, 4th September 2020**

All students must be in school uniform

- 07:40 Mid-Programme entry students to gather in the Music Room
- 07:50 Welcome by the Headmaster and introduction of Assistant Heads, Ms Elena Ignatiou, Ms Anne-Marie Tellalis and Mr Yiannis Georgiou
- 08:00 Introduction to Music and Games Programme
- Music Department welcome speech
 - PE Department welcome speech
- 08:15 Students then need to move to the below-designated rooms
- Years 4 and 6 – N01
 - Year 3 – N02
 - Year 2 – N03
- 08:20 Welcome by Assistant Heads, Heads of Year and relevant Form Tutor
Students will meet their HoY, FT and “buddy” from their class
- 08:30 Students move to the 6th and 7th Form Center for ID Photos and an IT Lesson – Introduction to Office 365
- 09:15 Buddies will escort each Mid-Programme student on an orientation walk round the School
- 09:45 End of Induction Day for Mid-Programme Entry Students (Years 2, 3 and 6)
Parents may pick up their children
- 10:00 Year 4 Students to go to the computer labs to complete their Yellis test
- 10:45 End of Induction Day for Mid-Programme Entry Students (Year 4)
Parents may pick up their children



YELLIS Aptitude Online Tests and ID Photographs

Test Date: **Friday, 4th September 2020**

Duration of the test (without administration): **Maximum 1 hour.**

ID Photographs will run concurrently. Students will need to be at school from 8.00 and stay until they have completed the YELLIS test and had their ID photo taken (see details below.)

YELLIS is a set of three tests we routinely administer to all Year 4 students to give us a measure of each student's developed ability or aptitude for learning. The three areas are: Vocabulary, Maths and Non-Verbal (ability to match patterns and apply visual intuition.)

It is an adaptive computer test, meaning that each student will progress through the test and be given questions related to their level of response. The level of questions is thus adjusted according to each student's answers.

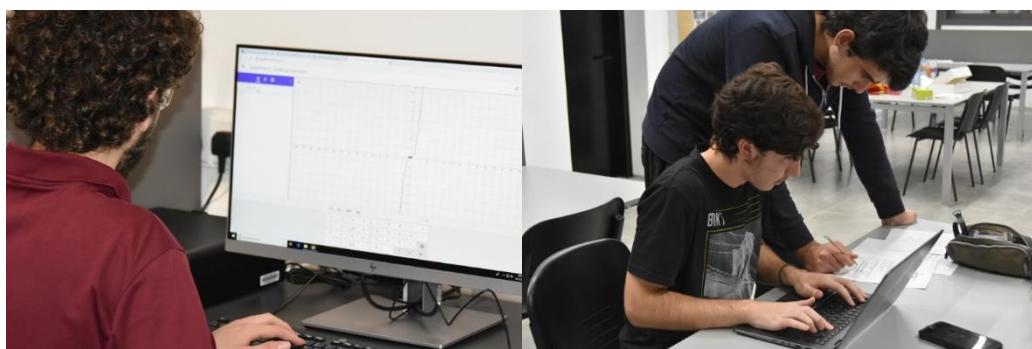
The data produced from the tests can then be used to set academic targets for students during Years 4 and 5. This test is entirely separate from the students' educational, academic programme at school.

Students do not need to revise anything for these tests, but they do need to concentrate and give them their best effort.

Additionally, we will be taking ID photos of all students on this day to create up-to-date, School ID photo identification cards. The cost of this ID is EUR10.00 and will be added to the annual tuition fee, so no need for the students to bring this amount of money for the photographer. Students need to bring these ID cards to all end of year and external exams and use them for the school buses and library.

Location details:

Yellis			
8.00-9.20	4B – Science Building Room 16	9.30-10.40	4R – Science Building Room 16
8.00-9.20	4G – Science Building Room 17	9.30-10.40	4W – Science Building Room 17
8.00-9.20	4J – Science Building Room 18	9.30-10.40	4Y – Science Building Room 18
Photographs			
8.30-8.50	4R – Outside the Library	9.30-9.50	4B – Outside the Library
8.50-9.10	4W – Outside the library	9.50-10.10	4G – Outside the Library
9.10-9.30	4Y – Outside the Library	10.10-10.30	4J – Outside the Library + Mid Programme Year 4 Students



Student ID cards- Digital Photos

For the Attention of all New Students

(Forms 1, 2, 3, 4, and 6)

During Induction Day, our new students are required to take their photo so that they can be issued with ID cards!

The arrangements have been detailed in the Induction programmes outlined on pages 18-20.

Our photographer will be waiting for our Year 1 students at the Library and our Mid-Programme Entry students at the Study Centre. The official school ID will be issued, which will be required to borrow books from the library, for external examinations and public transportation.

Summary of the arrangements made are as follows:

Year 1 Entrants:

You will have your photograph taken on Monday, **7th September 2020**, outside the Library in the Science Building as follows: **(a) 10:45:11:30: 1R, 1W, 1Y and (b) 11:30-12:15: 1B, 1G, 1J**

Mid-Programme Entry Students:

You will have your photo taken from 08:20-09:15 on Friday, 4th September 2020. The photos will be taken outside of the Study Centre.

To cover these costs, Management has decided to add additional costs to fees:

Cohort	Amount	Cost covers
Year 1 New Students	EUR 70.00	Student ID valid until Year 3 Year 1 Educational Trip Year 2 Educational Trip Year 1 Class Photos Year 2 Class Photos Year 3 Class Photos Science Bits Online Resources
Year 2 Mid-Programme	EUR 32.50	Student ID valid until Year 3 Year 2 Educational Trip Year 2 Class Photos Year 3 Class Photos
Year 3 Mid-Programme	EUR 15.00	Student ID valid until the end of Year 3 Year 3 Class Photos
Year 4 Mid-Programme	EUR 50.00	Student ID valid until graduation Year 4 Class Photos Year 5 Class Photos Year 6 Class Photos Year 7 Class Photos
Year 6 Mid-Programme	EUR 20.00	Student ID valid until graduation Year 6 Class Photos Year 7 Class Photos

Calendar Reference Table

Week A and B

Week	Day	Date	Month
1A	Mon	7	Sep
1A	Tue	8	Sep
1A	Wed	9	Sep
1A	Thu	10	Sep
1A	Fri	11	Sep
	Sat	12	Sep
	Sun	13	Sep
2B	Mon	14	Sep
2B	Tue	15	Sep
2B	Wed	16	Sep
2B	Thu	17	Sep
2B	Fri	18	Sep
	Sat	19	Sep
	Sun	20	Sep
3A	Mon	21	Sep
3A	Tue	22	Sep
3A	Wed	23	Sep
3A	Thu	24	Sep
3A	Fri	25	Sep
	Sat	26	Sep
	Sun	27	Sep
4B	Mon	28	Sep
4B	Tue	29	Sep
4B	Wed	30	Sep
4B	Thu	1	Oct
4B	Fri	2	Oct
	Sat	3	Oct
	Sun	4	Oct
5A	Mon	5	Oct
5A	Tue	6	Oct
5A	Wed	7	Oct
5A	Thu	8	Oct
5A	Fri	9	Oct
	Sat	10	Oct
	Sun	11	Oct
6B	Mon	12	Oct
6B	Tue	13	Oct
6B	Wed	14	Oct
6B	Thu	15	Oct
6B	Fri	16	Oct
	Sat	17	Oct
	Sun	18	Oct
7A	Mon	19	Oct
7A	Tue	20	Oct
7A	Wed	21	Oct
7A	Thu	22	Oct
7A	Fri	23	Oct
	Sat	24	Oct
	Sun	25	Oct
8B	Mon	26	Oct
8B	Tue	27	Oct
8B	Wed	28	Oct
8B	Thu	29	Oct
8B	Fri	30	Oct
	Sat	31	Oct
	Sun	1	Nov
9A	Mon	2	Nov
9A	Tue	3	Nov
9A	Wed	4	Nov
9A	Thu	5	Nov
9A	Fri	6	Nov
	Sat	7	Nov
	Sun	8	Nov

Week	Day	Date	Month
10B	Mon	9	Nov
10B	Tue	10	Nov
10B	Wed	11	Nov
10B	Thu	12	Nov
10B	Fri	13	Nov
	Sat	14	Nov
	Sun	15	Nov
11A	Mon	16	Nov
11A	Tue	17	Nov
11A	Wed	18	Nov
11A	Thu	19	Nov
11A	Fri	20	Nov
	Sat	21	Nov
	Sun	22	Nov
12B	Mon	23	Nov
12B	Tue	24	Nov
12B	Wed	25	Nov
12B	Thu	26	Nov
12B	Fri	27	Nov
	Sat	28	Nov
	Sun	29	Nov
13A	Mon	30	Nov
13A	Tue	1	Dec
13A	Wed	2	Dec
13A	Thu	3	Dec
13A	Fri	4	Dec
	Sat	5	Dec
	Sun	6	Dec
14B	Mon	7	Dec
14B	Tue	8	Dec
14B	Wed	9	Dec
14B	Thu	10	Dec
14B	Fri	11	Dec
	Sat	12	Dec
	Sun	13	Dec
15A	Mon	14	Dec
15A	Tue	15	Dec
15A	Wed	16	Dec
15A	Thu	17	Dec
15A	Fri	18	Dec
	Sat	19	Dec
	Sun	20	Dec
16B	Mon	21	Dec
16B	Tue	22	Dec
16B	Wed	23	Dec
16B	Thu	24	Dec
16B	Fri	25	Dec
	Sat	26	Dec
	Sun	27	Dec
	Mon	28	Dec
	Tue	29	Dec
	Wed	30	Dec
	Thu	31	Dec
	Fri	1	Jan
	Sat	2	Jan
	Sun	3	Jan
17A	Mon	4	Jan
17A	Tue	5	Jan
17A	Wed	6	Jan
17A	Thu	7	Jan
17A	Fri	8	Jan
	Sat	9	Jan
	Sun	10	Jan

Week	Day	Date	Month
18B	Mon	11	Jan
18B	Tue	12	Jan
18B	Wed	13	Jan
18B	Thu	14	Jan
18B	Fri	15	Jan
	Sat	16	Jan
	Sun	17	Jan
19A	Mon	18	Jan
19A	Tue	19	Jan
19A	Wed	20	Jan
19A	Thu	21	Jan
19A	Fri	22	Jan
	Sat	23	Jan
	Sun	24	Jan
20B	Mon	25	Jan
20B	Tue	26	Jan
20B	Wed	27	Jan
20B	Thu	28	Jan
20B	Fri	29	Jan
	Sat	30	Jan
	Sun	31	Jan
21A	Mon	1	Feb
21A	Tue	2	Feb
21A	Wed	3	Feb
21A	Thu	4	Feb
21A	Fri	5	Feb
	Sat	6	Feb
	Sun	7	Feb
22B	Mon	8	Feb
22B	Tue	9	Feb
22B	Wed	10	Feb
22B	Thu	11	Feb
22B	Fri	12	Feb
	Sat	13	Feb
	Sun	14	Feb
23A	Mon	15	Feb
23A	Tue	16	Feb
23A	Wed	17	Feb
23A	Thu	18	Feb
23A	Fri	19	Feb
	Sat	20	Feb
	Sun	21	Feb
	Mon	22	Feb
	Tue	23	Feb
	Wed	24	Feb
	Thu	25	Feb
	Fri	26	Feb
	Sat	27	Feb
	Sun	28	Feb
24B	Mon	1	Mar
24B	Tue	2	Mar
24B	Wed	3	Mar
24B	Thu	4	Mar
24B	Fri	5	Mar
	Sat	6	Mar
	Sun	7	Mar
25A	Mon	8	Mar
25A	Tue	9	Mar
25A	Wed	10	Mar
25A	Thu	11	Mar
25A	Fri	12	Mar
	Sat	13	Mar
	Sun	14	Mar

Week	Day	Date	Month
26B	Mon	15	Mar
26B	Tue	16	Mar
26B	Wed	17	Mar
26B	Thu	18	Mar
26B	Fri	19	Mar
	Sat	20	Mar
	Sun	21	Mar
27A	Mon	22	Mar
27A	Tue	23	Mar
27A	Wed	24	Mar
27A	Thu	25	Mar
27A	Fri	26	Mar
	Sat	27	Mar
	Sun	28	Mar
28B	Mon	29	Mar
28B	Tue	30	Mar
28B	Wed	31	Mar
28B	Thu	1	Apr
28B	Fri	2	Apr
	Sat	3	Apr
	Sun	4	Apr
29A	Mon	5	Apr
29A	Tue	6	Apr
29A	Wed	7	Apr
29A	Thu	8	Apr
29A	Fri	9	Apr
	Sat	10	Apr
	Sun	11	Apr
30B	Mon	12	Apr
30B	Tue	13	Apr
30B	Wed	14	Apr
30B	Thu	15	Apr
30B	Fri	16	Apr
	Sat	17	Apr
	Sun	18	Apr
31A	Mon	19	Apr
31A	Tue	20	Apr
31A	Wed	21	Apr
31A	Thu	22	Apr
31A	Fri	23	Apr
	Sat	24	Apr
	Sun	25	Apr
	Mon	26	Apr
	Tue	27	Apr
	Wed	28	Apr
	Thu	29	Apr
	Fri	30	Apr
	Sat	1	May
	Sun	2	May
	Mon	3	May
	Tue	4	May
	Wed	5	May
	Thu	6	May
	Fri	7	May
	Sat	8	May
	Sun	9	May
32B	Mon	10	May
32B	Tue	11	May
32B	Wed	12	May
32B	Thu	13	May
32B	Fri	14	May
	Sat	15	May
	Sun	16	May

Week	Day	Date	Month
33A	Mon	17	May
33A	Tue	18	May
33A	Wed	19	May
33A	Thu	20	May
33A	Fri	21	May
	Sat	22	May
	Sun	23	May
34B	Mon	24	May
34B	Tue	25	May
34B	Wed	26	May
34B	Thu	27	May
34B	Fri	28	May
	Sat	29	May
	Sun	30	May
35A	Mon	31	May
35A	Tue	1	Jun
35A	Wed	2	Jun
35A	Thu	3	Jun
35A	Fri	4	Jun
	Sat	5	Jun
	Sun	6	Jun
36B	Mon	7	Jun
36B	Tue	8	Jun
36B	Wed	9	Jun
36B	Thu	10	Jun
36B	Fri	11	Jun
	Sat	12	Jun
	Sun	13	Jun
37A	Mon	14	Jun
37A	Tue	15	Jun
37A	Wed	16	Jun
37A	Thu	17	Jun
37A	Fri	18	Jun
	Sat	19	Jun
	Sun	20	Jun
38B	Mon	21	Jun
38B	Tue	22	Jun
38B	Wed	23	Jun
38B	Thu	24	Jun
38B	Fri	25	Jun
	Sat	26	Jun
	Sun	27	Jun
39A	Mon	28	Jun
39A	Tue	29	Jun
39A	Wed	30	Jun

Timetable Structure

2020-2021

Period	Monday	Tuesday	Wednesday	Thursday	Friday
Form Tutoring / Assembly	7:40-7:50 Form Tutoring all forms	7:40-7:50 Form Tutoring all forms	7:40-7:50 Form Tutoring all forms	7:40-7:50 Form Tutoring all forms	7:40-7:50 Form Tutoring all forms
	Assembly	Assembly		Assembly	Assembly
	Week A Year 7 Venue: Hall	Week A Year 5 Venue: Hall			Week A Year 3 Venue: Hall
	Week B Year 6 Venue: Hall	Week B Year 4 Venue: Hall		Week B Year 1 Venue: Lecture Theatre	Week B Year 2 Venue: Lecture Theatre
1	7:50-8:45	7:50-8:45	7:50-8:40	7:50-8:45	7:50-8:45
2	8:45-9:35	8:45-9:35	8:40-9:30	8:45-9:35	8:45-9:35
Break	9:35-9:55	9:35-9:55	9:30-9:50	9:35-9:55	9:35-9:55
3	9:55-10:45	9:55-10:45	9:50-10:40	9:55-10:45	9:55-10:45
4	10:45-11:35	10:45-11:35	10:40-11:30	10:45-11:35	10:45-11:35
Break	11:35-11:55	11:35-11:55	11:30-11:50	11:35-11:55	11:35-11:55
5	11:55-12:45	11:55-12:45	11:50-12:35	11:55-12:45	11:55-12:45
6	12:45-13:35	12:45-13:35	12:35-13:20	12:45-13:35	12:45-13:35
Afternoon Activities	14:10-15:30 Senior Boys Games ECA	14:10-15:30 Senior Girls Games ECA	13:30-14:15 Meetings ECA	14:10-15:30 Junior Boys Games ECA	14:10-15:30 Junior Girls Games ECA

Notes:

* The main difference from this year is the lengthening by 5 minutes of period 1 (every day, except Wednesdays) to 55 minutes. This will allow a short assembly to take place for individual year groups in the Hall, which will last up to 15 minutes (10 minutes of the registration period + 5 taken from period 1). If there is no assembly scheduled for a particular year group (usually every two weeks for each year), after the 10 minute registration period, students go straight to period 1 lessons

** Extra-Curricular activities start at 14.10. Please refer to our website under the School section for a schedule of which activities are running on which days.

For any assistance, please contact:

For books provided by The English School:

Print Xpress

Mr Argyris Andreou

Email: eschool.reprographics@englishschool.ac.cy

Tel: 22 799323 or 22877767

Booklists

Below you will find a copy of the booklists. The prices have not yet been included. This will be posted on our website and can be found as follows:

- a) Clicking [here](#). and downloading the lists
- b) Email the school secretary at info@englishschool.ac.cy requesting the booklist
- c) Obtain a copy from the Main Office



Required Books for Year 1

Title	Department	Author
GENERAL ITEMS		
Mathematics Graph Exercise Book	Mathematics Dept.	The English School
Mathematics Exercise Book with Squared paper	Mathematics Dept.	The English School
Mathematics Exercise Book (lined)	Mathematics Dept.	The English School
Geography Exercise Book	Geography Dept.	The English School
Exercise Books		The English School
Absence and Special Notes		The English School
Art and Design Art Kit	Art & Design Dept.	The English School
Art and Design Sketchbook	Art & Design Dept.	The English School
Scientific Calculator	Mathematics Dept.	The English School
Year Planner		The English School
ENGLISH		
It's Grammar Time (student's book)	Evans & Dooley	Express
Gateway (student's book)	David Spencer	MacMillan
Gateway (workbook)	David Spencer	MacMillan
English: an International approach	Redford	O.U.P
The Iron Man	Ted Hughes	
The London Eye Mystery (Near-native)		
Frankenstein	Pullman	
A Christmas Carol	Dickens	Penguin
Year 1 Fictional Text		
English Language Booklet	E.S.	The English School
GEOGRAPHY		
Key Geography Foundations (5th Edition)	D. Waugh , T. Bushell	Nelson
HISTORY		
Booklet	History Dept.	The English School
GREEK		
Η Κωνσταντίνα και οι Αράχνες της (Greek speakers and Non Native)	Άλκη Ζέη	Μεταίχμιο
Το Καπλάνι της Βιτρίνας (Greek speakers and Non Native speakers)	Άλκη Ζέη	Μεταίχμιο

Title	Department	Author
Αρχαία Ελληνική Γραμματεία, Ομήρου Οδύσσεια (μετάφραση) (Greek speakers and Non-Native)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Ο λόγος ανάγκη της ψυχής, Κείμενα λογοτεχνίας (Greek speakers and Non-Native)		ΥΑΠ
Νεοελληνική Γλώσσα (Greek speakers and Non-Native speakers)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Νεοελληνική Γλώσσα, τετράδιο εργασιών (Greek speakers and Non-Native)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Κλικ στα Ελληνικά, Επίπεδο Α1 για εφήβους και ενήλικους (Non-Native students of Group B)	Μαρία Καρακύργιου, Βικτώρια Παναγιωτίδου	Κέντρο Ελληνικής Γλώσσας, 2014
MATHEMATICS		
Maths Frameworking - Pupil Book 1.3 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Homework Book 1 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Pupil Book 2.3 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Homework Book 2 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
MUSIC		
Music Booklet	Music Dept.	The English School
SCIENCE		
Science Progress 1	Croates, Austin, Grimmer	Hodder
Science Progress 2	Croates, Austin, Grimmer	Hodder
Year 1 Science booklet 2020-2021	Science department	The English School
COMPUTER STUDIES		
Compute-IT 1 Computing for KS3	Mark Dorling & George Rouse	Hodder Education
TURKISH		
The English School Year 1 Turkish Course Book	Turkish Department	The English School
Son Ada'nın Çocukları (You may buy the book from any bookshop.)	Doğan ve Egmont Yayıncılık	Zülfü Livaneli
Lataşiba: İki Kentin Arasında (You may buy the book from any bookshop.)	İrem Uşar	Günişığı Yayınları

Required Books for Year 2

Title	Department	Author
GENERAL ITEMS		
Mathematics Exercise Book (lined)	Mathematics Dept.	The English School
Geography Exercise Book	Geography Dept.	The English School
Exercise Books		The English School
Music Exercise Book	Music Dept.	The English School
Art and Design Art Kit	Art & Design Dept.	The English School
Art and Design Sketchbook	Art & Design Dept.	The English School
Year Planner		The English School
ENGLISH		
Literacy Objectives 2 (whole year group)	Derry, Melinda	Pearson
War Horse	Michael Morpugo	
Animal Farm		Penguin
It's Grammar Time 4	V. Evans, J. Dooley	Express
Close-up Students book	A. Healan, K. Gormley	National Geographic Learning
Close-up Workbook	A. Healan, K. Gormley	National Geographic Learning
Macbeth Booklet	English Dept.	The English School
Year 2 Language & Literature Booklet	English Dept.	The English School
Year 2 Booklet	English Dept.	The English School
FRENCH		
Studio 1	Clive Bell and Anneli McLachlan	Heinemann
Studio 1 Workbook A	Julie Green	Heinemann
Acces Studio	Michael Wardle	Heinemann
SPANISH		
Zoom espanol 1 Student Book	Alonso de Sudea, Vivancos Hardwick	Oxford
Zoom espanol 1 Higher Workbook (pack of 8)	Vinant Everett	Oxford
GERMAN		
Zoom Deutsch 1 Student Book	Schicker, Walti, Malz	Oxford
Zoom Deutsch 1 Higher Workbook	Oliver Gray	Oxford
GEOGRAPHY		
Key Geography Connections (5th Edition)	D Waugh , T Bushell	Nelson Thornes
Booklet	Geography Dept.	The English School
HISTORY		
Booklet	History Dept.	The English School
GREEK		

Title	Department	Author
Το παιδί με τα δύο πρόσωπα (Non natives Group A)	Λίνα Λιχναρά	Πατάκης
Ο λόγος ανάγκη της ψυχής, Κείμενα λογοτεχνίας (ALL)		ΥΑΠ
Νεοελληνική Γλώσσα (ALL)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Νεοελληνική Γλώσσα, τετράδιο εργασιών (ALL)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Αρχαία Ελληνική Γραμματεία, Ομήρου Ιλιάδα (ALL)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Κλικ στα Ελληνικά, Επίπεδο Α1 για εφήβους και ενήλικους (Group B of Non-native speakers- list with students' names will be provided to the bookshop)	Μαρία Καρακώργιου, Βικτώρια Παναγιωτίδου	Κέντρο Ελληνικής Γλώσσας, 2014
MATHEMATICS		
Maths Frameworking - Pupil Book 2.3 (3rd Edition) newcomers	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Homework Book 2 (3rd Edition) newcomers	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Pupil Book 3.3 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
Maths Frameworking - Homework Book 3 (3rd Edition)	Evans, Gordon, Senior, Speed	Collins
SCIENCE		
Year 2 Science booklet 2020-2021	Science department	The English School
Science Progress 1 (purchased in Year 1)	Croates, Austin, Grimmer	Hodder
Science Progress 2 (purchased in Year 1)	Croates, Austin, Grimmer	Hodder
MUSIC		
Music Booklet	Music Dept.	The English School
COMPUTER STUDIES		
Compute-IT 2 Computing for KS3	Mark Dorling & George Rouse	Hodder Education
TURKISH		
The English School Year II Turkish Course Book	Turkish department	The English School
Düşman Okullar (You may buy the book from any bookshop.)	Dilara Keskin	Ephesus Yayinlari

Required Books for Year 3

Title	Department	Author
GENERAL ITEMS		
Mathematics Exercise Book (lined)	Mathematics Dept.	The English School
Geography Exercise Book	Geography Dept.	The English School
Exercise Books		The English School
Art and Design Art Kit	Art & Design Dept.	The English School
Art and Design Sketchbook	Art & Design Dept.	The English School
Year Planner		The English School
ENGLISH		
Language Booklet prepared by Department	English Dept.	The English School
To kill a mocking bird		Penguin
Literature Booklet prepared by Department	English Dept.	The English School
FRENCH		
Studio 2 Rouge Students Book	Clive Bell and Anneli McLachlan	Heinemann
Studio 2 Rouge Workbook (pack of 8)	Green, Julie	Heinemann
SPANISH		
Zoom Espanol 1 Student Book	Alonso de Sudea, Vivancos Hardwick	Oxford
Zoom Espanol 1 Higher Workbook (pack of 8)	Vinant Everett	Oxford
HISTORY		
Booklet	History Dept.	The English School
GERMAN		
Zoom Deutsch 1 Student Book	Schicker, Walti, Malz	Oxford
Zoom Deutsch 1 Higher Workbook	Oliver Gray	Oxford
GEOGRAPHY		
Booklet prepared by Department - Geography YR3 Course 2019/20	Geography Dept.	The English School
GREEK		
Νινέτ (Greek speakers)	Ζωρζ Σαρή	Πατάκη
Booklet GCSE (Non-native speakers, Group 1)	English Dept.	The English School
Ο λόγος ανάγκη της ψυχής, Κείμενα λογοτεχνίας (ALL)		ΥΑΠ
Νεοελληνική Γλώσσα (ALL)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ
Νεοελληνική Γλώσσα, τετράδιο εργασιών (ALL)		I.T.Y.E ΔΙΟΦΑΝΤΟΣ

Title	Department	Author
Αρχαία Ελληνικά		Παιδαγωγικό Ινστιτούτο Κύπρου - ΥΑΠ
GCSE Booklet		The English School
Κλικ στα Ελληνικά, Επίπεδο Α2 για εφήβους και ενήλικους (Group 2 of Non-native speakers)	Μαρία Καρακύργιου, Βικτώρια Παναγιωτίδου	Κέντρο Ελληνικής Γλώσσας, 2014
MATHEMATICS		
Edexcel International GCSE (9-1) Mathematics A Student Book 1	Turner, Potts	Pearson
SCIENCE		
Year 3 Science booklet 2020-2021	Science department	The English School
Science Progress 1 (purchased in Year 1)	Croates, Austin, Grimmer	Hodder
Science Progress 2 (purchased in Year 1)	Croates, Austin, Grimmer	Hodder
MUSIC		
Music Booklet	Music Dept.	The English School
COMPUTER STUDIES		
Compute-IT 3 Computing for KS3	Mark Dorling & George Rouse	Hodder Education
TURKISH		
The English School Year III Turkish Course Book	Turkish Department	The English School
Çizgili Pijamali Çocuk (You may buy the book from any bookshop.)	John Boyne	Tudem Yayinlari
Midilli'de Söğüdün Gölgesinde (Departmental books will be used.) (no need to buy the reading book.)	Şükrü Levent Deniz	Aya Kitap
Midilli'de Söğüdün Gölgesinde (Departmental books will be used.) (no need to buy the reading book.)	Sukru Levent Deniz	Aya Kitap



Required books for Year 4

Title	Department	Author
GENERAL ITEMS		
Mathematics Exercise Book (lined)	Mathematics Dept.	The English School
Geography Exercise Book	Geography Dept.	The English School
Exercise Books		The English School
Year Planner		The English School
BIOLOGY		
Pearson Edexcel International GCSE (9-1) Student & Active Book	P. Bradfield, S. Potter	Pearson
IGCSE Biology (9-1) Revision Questions Booklet	Biology Dept.	The English School
Edexcel IGCSE Biology Practical Booklet	Biology Dept.	The English School
CHEMISTRY		
Edexcel International GCSE Chemistry Student Book	J Clark, S Owen, R Yu	Pearson
Edexcel International GCSE Chemistry For the Grade (9-1) Course Recommended		CGP
Year 4 Core notes	Chemistry Dept.	The English School
DESIGN & TECHNOLOGY		
Edexcel GCSE (9-1) Design & Technology: Students Book	M Wellington, A Dennis, T Colley, T Weston, J Dhani	Pearson
ECONOMICS		
Edexcel International GCSE Economics 9-1	Rob Jones	Pearson
IGCSE Economics	Brian Ellis	Informe
Notes Booklet	Economics Dept.	The English School
ENGLISH		
Unseen Texts Booklet	English Dept.	The English School
1984	Orwell	
Cambridge IG First Language Student Book 4th Edition		Hodder
Cambridge IG First Language Workbook Book 4th Edition		Hodder
IG Language Skills Booklet	English Dept.	The English School
Exam Poetry Booklet	English Dept.	The English School
Exam Success in First Language English		Oxford

Title	Department	Author
GLOBAL PERSPECTIVES		
Complete Global Perspectives for Cambridge IGCSE and O Level (2nd Edition)	Jo Lally	Oxford
FRENCH		
Pearson Edexcel International GCSE (9-1) French: Studio Student Book and ebook	Bell, McIndoe, McLachlan, Mayes, Ramage	Pearson
Revise Edexcel GCSE (9-1) French Revision Workbook		Pearson
SPANISH		
Zoom Espanol 2 Student Book	Alonso de Sudea, Abigail Hardwick and Maria Isabel Isern Vivancos	Oxford
Zoom Espanol 2 higher workbook	Vinant Everett and Auther Marisol Garcia de Foster	Oxford
GERMAN		
Zoom Deutsch 2 Student Workbook	Corinna Schicker and Chalin Malz	Oxford
Zoom Deutsch 2 Higher Workbook (8 pack)	Oliver Gray	Oxford
GEOGRAPHY		
Edexcel International GCSE (9-1) Geography (2017)	M Witherick, S Milner	Pearson
GREEK		
Κ.Π. Καβάφης - Τα ποιήματα (Τόμος Α') (Modern Greek)	Γ. Σαββίδης	ΙΚΑΡΟΣ
Κ.Π. Καβάφης - Τα ποιήματα (Τόμος Β') (Modern Greek)	Γ. Σαββίδης	ΙΚΑΡΟΣ
A level Booklet		The English School
Booklet: Greek (First Language) (9-1)		The English School
NNG Group 1 Booklet (IAL)	Greek Dept.	The English School
NNG Group 2 Κλικ στα Ελληνικά. Επίπεδο Α2 για εφήβους και ενήλικους (this was used in Year 3 so they do not need to buy it,)	Greek Dept.	The English School
Booklet: GCSE (Group B Non Native Speakers)	Greek Dept.	The English School

Title	Department	Author
HISTORY		
Edexcel International GCSE A Divided Union: Civil Rights in the USA, 1945-70	Kirsty Taylor	Pearson 2017
Edexcel International GCSE Dictatorship and Conflict in the USSR, 1924-53	Simon Taylor	Pearson 2017
Edexcel International GCSE The Soviet Union in Revolution, 1905-24	Rob Bircher	Pearson 2017
Edexcel International GCSE The Changing Role of International Organisations: the League and the UN, 1919-2011	Georgina Blair	Pearson 2017
COMPUTER STUDIES		
Cambridge IGCSE Computer Science	David Watson, Helen Williams	Hodder
Cambridge IGCSE Computer Science Workbook	David Watson, Helen Williams	Hodder
Cambridge IGCSE Computer Science Study and Revision Guide	David Watson, Helen Williams	Hodder
MATHEMATICS		
Edexcel International GCSE (9-1) Mathematics A Student Book 2	Turner, Potts	Pearson
IGCSE Practice Papers	Mathematics Dept.	The English School
IGCSE Past Papers	Mathematics Dept.	The English School
PHYSICS		
Edexcel International GCSE (9-1) Physics Student Book	Arnold, Johnson, Woolley	Pearson
Common Notes for IGCSE	Physics Dept.	The English School
PHYSICAL EDUCATION		
AQA GCSE (9-1) PE	Ross Howitt, Mike Murray	Hodder
My Revision Notes: AQA GCSE (9-1) PE 2nd Edition	Kirk Bizley	Hodder
MUSIC		
Edexcel GCSE (9-1) Anthology of Music (Edexcel GCSE Music 2016)	Julia Winterson	Pearson
Edexcel GCSE Music Study Guide	Paul Terry	Rhinegold
Edexcel GCSE Music Revision Guide	Paul Terry	Rhinegold
Edexcel GCSE Music Listening Tests	Simon Rushby	Rhinegold
Booklet	Music Dept.	The English School
TURKISH		
The English School Year 4 A Level Turkish Course Materials Booklet I	Turkish Department	The English School

Title	Department	Author
The English School Year 4 A Level Turkish Course Materials Booklet II	Turkish Department	The English School
Üç Anadolu Efsanesi (You may buy the book from any bookshop.)	Yaşar Kemal	Yapi Kredi Yayınevi
Veda (You may buy the book from any bookshop.)	Ayşe Kulin	Everest Yayınları



Required books for Year 5

Title	Department	Author
GENERAL ITEMS		
Mathematics Exercise Book	Mathematics Dept.	The English School
Exercise Books		The English School
Year Planner		The English School
CHEMISTRY		
Edexcel International GCSE Chemistry Student Book (purchased in Year 4)	Clarke, Owen, Yu	Pearson
Edexcel International GCSE Chemistry For the Grade (9-1) Course Recommended		CGP
Year 5 Core Notes	Chemistry Department	The English School
ECONOMICS		
IGCSE Economics (purchased in Year 4)	Brian Ellis	
Edexcel International GCSE Economics (9-1) (purchased in Year 4)	Jones, Rob	Pearson
Notes booklet and past paper booklet	Economics Dept.	The English School
ENGLISH		
Romeo and Juliet	William Shakespeare	C.U.P
FRENCH		
Pearson Edexcel International GCSE (9-1) French: Studio Student Book and ebook	Bell, McIndoe, McLachlan, Mayes, Ramage	Pearson
Revise Edexcel GCSE (9-1) French Revision Workbook		Pearson
GEOGRAPHY		
Edexcel International GCSE (9-1) Geography (2017)	Witherick	Pearson
Booklet	Geography Dept.	The English School
MODERN GREEK		
Κ.Π. Καβάφης, Τα ποιήματα Τόμος Α' (purchased in Year 4)	Γ.Π. Σαββίδης	Ίκαρος
Κ.Π. Καβάφης, Τα ποιήματα Τόμος Β' (purchased in Year 4)	Γ.Π. Σαββίδης	Ίκαρος
A level booklet		The English School
IAL booklet (Non-native speakers)		The English School

Title	Department	Author
MATHEMATICS		
AQA Level 2 Certificate in Further Mathematics	Ginty, Hanrahan	Hodder
AQA Further Maths Past Papers	Mathematics Dept.	The English School
PHYSICS		
Edexcel International GCSE (9-1) Physics Student Book	Arnold, Johnson, Woolley	Pearson
Common notes for IGCSE Year 5	Physics Dept.	The English School
Past Paper Booklet IGCSE	Physics Dept.	The English School
SPANISH		
Revise Edexcel GCSE (9-1) Spanish Revision Workbook		Pearson
Pearson Edexcel International GCSE (9-1) Spanish: Viva Student Book and ebook	Hawkes, Lillington, Martin	Pearson
GERMAN		
Pearson Edexcel International GCSE (9-1) German: Stimmt Student Book and ebook	Lanzer, Spencer, Probert, Batstone, Warrington	Pearson
Edexcel International GCSE German Grammar Workbook 2nd Edition	Kent	Hodder
MUSIC		
Booklet	Music Dept.	The English School
PHYSICAL EDUCATION		
AQA GCSE (9-1) PE	Ross Howitt, Mike Murray	Hodder
My Revision Notes: AQA GCSE (9-1) PE 2nd Edition	Kirk Bizley	Hodder
TURKISH		
The English School Year 5 A Level Turkish Course Materials Booklet I	Turkish Dept.	The English School
The English School Year 5 A Level Turkish Course Materials Booklet II	Turkish Dept.	The English School
Veda (You may buy them from any bookshop.)	Ayse Kulin	Everest Yayinlari

Required books for Year 6

Title	Department	Author
GENERAL ITEMS		
Geography Exercise Book		The English School
Exercise Books		The English School
Absence and Special Notes		The English School
Classwiz Calculator	Mathematics Dept.	The English School
Year Planner		The English School
BIOLOGY		
Salters-Nuffield AS/A Level Biology Student Book 1 & Activity Book 3rd Edition	University of York Science Education Group	Pearson
Revise Salters Nuffield AS/A Level Biology A Revision Guide	G. Skinner	Pearson
Biology (8BN0) Revision Questions Booklet	Biology Dept.	The English School
AS Biology Core Practicals Booklet	Biology Dept.	The English School
A-Level Biology Statistics Booklet	Biology Dept.	The English School
BUSINESS STUDIES		
Edexcel AS/A Level Business	Dave Hall, Rob Jones	Pearson
Notes booklets, Themes 1 & 2	Economics Dept.	The English School
CHEMISTRY		
Edexcel AS/A Level Chemistry Student Book 1 & Active Book	Cliff Curtis Jason & Murgatroyd David Scott	Pearson
A-Level Chemistry Exam Board: Edexcel. Complete Revision and Practice Includes free online edition (Recommended)		CGP
Year 6 Core Notes	Chemistry Department	The English School
DESIGN AND TECHNOLOGY		
Essential Maths Skills for AS/A Level Design & Technology	Peter Warne (by author Chris Walker)	Hodder
ECONOMICS		
Edexcel AS/A Level Economics 6th Edition	Alain Anderton	Pearson
Notes booklet, Theme 1 & 2	Economics Dept.	The English School
ENGLISH LITERATURE		
Never Let me Go	K. Ishiguro	
Frankenstein: or the Modern Prometheus	Mary Shelley	
Dr Faustus: The A text	Christopher Marlowe	Pearson
Poetry Booklet	English Dept.	The English School

Title	Department	Author
Prose Booklet	English Dept.	The English School
Faustus Context and Critical Articles	English Dept.	The English School
Unseen Poetry Booklet	English Dept.	The English School
ENGLISH LANGUAGE		
Language and Gender	Fecility Titjen	Cambridge University Press
Language Development	Fecility Titjen	Cambridge University Press
Language and Power	Fecility Titjen	Cambridge University Press
AS Language Booklets x4	English Dept.	The English School
The Yellow Wallpaper		Penguin Classics 1/4/2010
FRENCH		
Edexcel A-Level French	Gregg, Hares, Harrington, Kirsty	Hodder
A-Level and AS French Grammar and translation workbook	Steve Harrison	Oxford
Modern Languages Study Guides:	Karine Harrington	Hodder Education
SPANISH		
Edexcel A Level Spanish	S Barefoot, D Mee, M Thacker, M Morcillo Laiz	Hodder
Complete Spanish Grammar 2nd Edition	G Nissenberg	Practice makes perfect
Modern Languages Study Guides: El laberinto del fauno	José Antonio Garcia Sanchez, Tony Weston	Hodder Education
GEOGRAPHY		
Cambridge International AS and A Level Geography, Second Edition	Garrett Nagle, Paul Guinness	Hodder
Geography for Cambridge International AS and A Level Revision Guide (Recommended)	David Davies	Oxford
Cambridge International Geography A Level Past Paper Booklet 2020/21	Geography Dept.	The English School
GREEK		
Booklet - A Level part Year 6	Greek Dept.	The English School (Greek Continues on the next page)

Title	Department	Author
Πιστοποίηση επάρκειας της Ελληνομάθειας B2 επίπεδο (+2CD) Δείγματα εξεταστικών θεμάτων		Κέντρο Ελληνικής Γλώσσας
HISTORY		
Oxford A Level History for AQA: Stuart Britain and The Crisis of Monarchy 1603-1702	David Farr	Oxford
Oxford A Level History for AQA: Democracy and Nazism: Germany 1918-1945	Whitfield	Oxford
ID Stuart Britain and the Crisis of Monarchy. 1603-1702	Angela Anderson, Dale Scarboro	Hodder
Access to History: Democracy and Nazism: Germany 1918-45 for AQA	Geoff Layton	Hodder
COMPUTER STUDIES		
Cambridge International AS & A Level Computer Science	Watson, Williams	Hodder
Cambridge International AS & A Level Computer Science Programming skills workbook	Williams	Hodder
MATHEMATICS		
Edexcel AS & A Level Mathematics Pure Mathematics Year 1/AS		Pearson
Edexcel AS & A Level Statistics & Mechanics Year 1/AS		Pearson
Edexcel AS & A Level Further Mathematics Core Pure Mathematics Book 1/AS for Double maths		Pearson
Edexcel AS & A Level Further Mathematics Further Statistics 1 for Double maths		Pearson
Edexcel AS & A Level Further Mathematics Further Mechanics 1 for Double maths		Pearson
AS Pure Mathematics Past Papers	Mathematics Dept.	The English School
AS Mechanics / Statistics	Mathematics Dept.	The English School
AS Core Mathematics Double Maths	Mathematics Dept.	The English School

Title	Department	Author
AS Further Mechanics/Statistics Double Maths	Mathematics Dept.	The English School
MUSIC		
Edexcel AS and A Level Music Study Guide	Alistair Wightman, Hugh Benham	Rhinegold
Edexcel AS and A Level Listening Tests	Alistair Wightman, Hugh Benham	Rhinegold
Edexcel AS/A Level Anthology of Music 2016	Julia Winterson (editor)	Pearson
AS Revision Guide	Alistair Wightman	Rhinegold
Booklet	Music Dept.	The English School
PHYSICS		
Advanced Physics for You (2nd Edition)	Holt, Miller, Wewett, Johnson	Nelson Thornes
Exam Paper Booklet for Year 6 Physics	Physics Dept.	The English School
Common notes for Year 6 Physics	Physics Dept.	The English School
Physics Lab Book		Pearson
Edexcel A-Level Physics Student Book 1 (Recommended)	Benn, George	Hodder
PHYSICAL EDUCATION		
AQA A-Level PE (Year 1 and Year 2)	Atherton, Young, Howitt	Hodder
Need to Know: AQA A-level PE	Bizley, Howitt	Hodder
TURKISH		
The English School Year 6 A Level Turkish Course Materials Booklet I	Turkish Dept.	The English School

Required books for Year 7

Title	Department	Author
GENERAL ITEMS		
Geography Exercise Book		The English School
Exercise Books		The English School
Absence and Special Notes		The English School
Year Planner		The English School
BIOLOGY		
Salters- Nuffield A Level Biology Student Book 2 & Active Book	A. Scott, N. Wilberforce and 5 more	Pearson
Revise Salters Nuffield AS/A Level Biology A Revision Workbook	G. Skinner, A. Skinner	Pearson
Biology (9BN0) Revision Questions Booklet	Biology Dept.	The English School
A2 Biology Core Practicals Booklet	Biology Dept.	The English School
CHEMISTRY		
Edexcel A level Chemistry Book 2 & Active Book	Curtis, Murgatroyd, Scott	Pearson
A-Level Chemistry Exam Board: Edexcel. Complete Revision and Practice Includes free online edition (Recommended)		CGP
Year 7 Core Notes	Chemistry Dept.	The English School
ECONOMICS		
Edexcel AS/A Level Economics 6th Edition (purchased in Year 6)	Anderton, Alain	Pearson
Notes Booklet, Themes 3 & 4	Economics Dept.	ES
BUSINESS		
Edexcel AS/A Level Business (purchased in Year 6)	Hall, Jones	Pearson
Notes Booklet Themes 3&4	Economics Dept.	The English School
ENGLISH LANGUAGE		
Language Variation Booklet	English Dept.	The English School
Selected Poems	T.S. Eliot	Faber
Language and Power	P.Simpson/A.Mayr	Routledge
ENGLISH LITERATURE		
Othello	Shakespeare	Cambridge University Press
Unseen Booklet	English Dept.	The English School
Othello Booklet	English Dept.	The English School
1984	George Orwell	Penguin
The Yellow Wallpaper	Gilman	Virago Modern Classics

Title	Department	Author
FRENCH		
A-Level and AS French Grammar and translation workbook	Steve Harrison	Oxford
Un sac de billes	Joseph Joffo	Le livre de Poche
Edexcel A-Level French bought in year 6	Gregg, Hares, Harrington, Thathapudi, O'Mahony	Hodder
SPANISH		
Edexcel A Level Spanish (purchased in Year 6)	Barefoot, Mee, Thacher, Morcillo Laiz	Hodder
Complete Spanish Grammar 2nd Edition (purchased in year 6)	Gilda Nissenberg	Practice makes perfect
Como Agua Para Chocolate	Laure Esquivel	Suma de letras
A-Level and AS Spanish Grammar and translation workbook	Vincent Everett	Oxford
Modern Languages Study Guides 'Como Agua Para Chocolate'	Thacker, Bianchi	Hodder
GEOGRAPHY		
Cambridge International AS and A Level Geography, 2nd Edition	Garrett Nagle, Paul Guinness	Hodder
Cambridge International A Level Past Paper Booklet 2020/21	Geography Dept.	The English School
HISTORY		
The Suez Crisis	Gorst, Johnman	Routledge
AQA A-Level History Coursebook Workbook: Component 3 Historical Investigation (non-exam assessment)	Milne Keith	Hodder
MATHEMATICS		
Edexcel A Level Mathematics Statistics & Mechanics Year 2		Pearson
Edexcel AS & A Level Mathematics Pure Mathematics Year 2		Pearson
Edexcel A Level Further Mathematics Core Pure Mathematics Book 2, Double maths		Pearson
Edexcel A Level Mathematics Pure Mathematics Year 2 for Double Maths		Pearson
A2 Pure Mathematics Past Papers	Mathematics Dept.	The English School
A2 Mechanics/Statistics Past Papers	Mathematics Dept.	The English School
A2 Core Mathematics Past Papers for Double Maths	Mathematics Dept.	The English School
A2 Further Statistics Past Papers for Double Maths	Mathematics Dept.	The English School

Title	Department	Author
A2 Further Mechanics Past Papers for Double Maths	Mathematics Dept.	The English School
PHYSICAL EDUCATION		
AQA A-Level PE (Year 1 and Year 2)	Atherton, Young, Howitt	Hodder
Need to Know: AQA A-level PE	Bizley, Howitt	Hodder
MUSIC		
A-Level Revision Guide		Rhinegold
Booklet	Music Dept.	The English School
PHYSICS		
Advanced Physics for You (2nd Edition)	Holt, Miller, Wewett, Johnson	Oxford
Physics Lab Book		Pearson
Edexcel A-Level Physics Student Book 2 (Recommended)	Akrill, George	Hodder
Exam Paper Booklet for Advanced Physics Year 7	Physics Dept.	The English School
Common notes for A.L.Physics Year 7	Physics Dept.	The English School



Uniform – Summary of Items

Boys' Uniform



White Polo shirt S/S,
Forms 1-5



F. Blue Polo shirt S/S,
Forms 6-7



White Polo shirt L/S,
Forms 1-5



F. Blue Polo shirt L/S,
Forms 6-7



Charcoal Grey Boys'
Trousers



Charcoal Grey Junior
Boys' Trousers



Charcoal Grey Boys'
Bermuda



Scarf



V-Neck Sweater



College Sweatshirt -
Metal zip (Unisex)



Full Zip Polar Fleece
Unisex



Anorak with Detachable
sleeves (Unisex)



Nike PE Tshirt in 4 House colors
Unisex



Nike PE Short



Tracksuit Pant
Unisex

Formal Uniform



Shirt



Tie



Blazer

classmates

Girls' Uniform



White Polo shirt girls' fit
S/S, Forms 1-5



F. Blue Polo shirt girls' fit
S/S, Forms 6-7



White Polo shirt girls' fit
L/S, Forms 1-5



F. Blue Polo shirt girls' fit
L/S, Forms 6-7



Charcoal Grey Trousers
(Slim Fit)



Charcoal Grey Trousers
(Regular Fit - High Rise)



Skirt



Scarf



V-Neck Sweater



College Sweatshirt -
Metal zip (Unisex)



Full Zip Polar Fleece
Unisex



Anorak with Detachable
sleeves (Unisex)



Sportswear

Nike PE Tshirt in 4 House colors
Unisex



P.E Leggings



Tracksuit Pant
Unisex

Formal Uniform



Shirt - Girls' fit



Tie



Blazer

Classmates

Where to find us:

***Classmates* Shop**

Our shop is located at 14 Photi Pitta str, 1065 Nicosia.

(same road as EAC Central Offices. Parallel to Stassikratous Str.)



Contact information

Tel: 22761080

Fax: 22765192

Email: drousko@drousko.com

Opening Hours

Monday 9:00 - 13:00, 15:00 - 18:30

Tuesday 9:00 - 13:00, 15:00 - 18:30

Wednesday 9:00 - 13:00

Thursday 9:00 - 13:00, 15:00 - 18:30

Friday 9:00 - 13:00, 15:00 - 18:30

Saturday 9:00 - 13:30

Sunday Closed

Online Store

The English School uniform can also be ordered online: www.classmates.com.cy

Classmates

Please note the following:

All students are expected to wear the correct school uniform, and parents must ensure that this is done.

Note: that all items are badged with The English School colours and logos so that we can achieve uniformity of colour and fabric. No items of uniform from other suppliers will be acceptable apart from the shoes and trainers.

Sports uniform:

1. The Nike School House shirt
2. The Nike blue School short or black stretch shorts (for girls only)
3. The blue School tracksuit
4. Any good quality trainers.

Regulations

- The highest standards of appearance, in dress, personal neatness and cleanliness, are expected of students at all times.
- Students coming to school improperly dressed or otherwise of unacceptable appearance **may be sent home or kept out of class.**
- Non-uniform items are not allowed in school. This includes sweaters, T-shirts etc.
- Black or brown shoes only.



- **ONLY discreet** “Sleepers” may be worn if ears are pierced.

- No make-up is allowed at school except for Senior Girls (Years 6 and 7) who are allowed light makeup and nail varnish.
- Boys in Years 1-5 must be clean-shaven.
- Boys in Years 6 and 7 can expect a little more tolerance with regard to facial hair **but are not allowed to grow beards**. All boys in Years 6 and 7 are expected to be clean-shaven at the beginning of any school week (Normally, Monday, but this may be another day as a result of school holidays encroaching into the start of the week). Any boys with beards will be required to shave before returning to lessons or school.
- Hair must be neat and tidy. Extreme hairstyles/haircuts are not allowed.
- No hoodies are permitted

The highest standards of appearance are expected at all times.

Students should take **pride** in their **school uniform**. If any student is found not to be in uniform or whose appearance is judged to be unacceptable, he or she may expect to be kept out of class until the correct uniform is worn or until general appearance has been addressed. Students who habitually come to school inappropriately dressed, or with unsatisfactory appearance will be sanctioned.



First Aid – Health Care and Administration of Medicines Policy



Aim

The School's aim is to respond successfully to both acknowledged and emerging medical cases occurring in School's grounds via a well-planned, fast and effective approach, by providing excellent health services and first aid assistance where appropriate and by adhering to the related regulations and guidelines. As well as providing the best care possible during off-site activities.

First Aiders

The School employs several individuals who are in a position to provide health-related support and services:

The fully qualified and Registered Nurse

Several trained and qualified First Aiders.

Personnel Responsible to Provide First Aid Services

Registered School Nurse

In brief, the School Nurse is responsible for the overall good health of the School community and is the first contact point for any health-related issue (foreseen or unforeseen). The School Nurse is located in the Medical Room and is present throughout the School days. This ensures that the Nurse is available to provide at any time First Aid support and / or other required health services to those in need. It is noted that the School Nurse is present during major events of the School and during all exam hours as a means to handle any emerging issues.

School Nurse Contact Details

Nu.	Name / Surname	Position	Ext. number
1.	Despina Giannikouri	School Nurse	366

First Aiders- Basic First Aid at Work

To the support of School Nurse, First Aiders equipped with basic training are competent to provide immediate First Aid services to individuals in need within the School grounds.

First Aiders (Basic) Contact Details

Nu.	Name / Surname	Position	Ext. number
1	Vanessa Crambert	Modern Languages Teacher	337
2	Niki Melanidou	Greek Teacher	348
3	Charalambos Aristidou	Physics Teacher	356
4	Catherine-Maria Panayiotou	Biology Teacher	354
5	Maria Pieri	Biology Teacher	354
6	Ulker Uzuner	Turkish Teacher	516
7	Alexandra Souroullas	English Teacher	336
8	Andy Ioannou	PE Teacher	343
9	Nicoletta Stavrides	DT teacher	349
10	Panayiotis Thoma	RE teacher	300

First Aiders – Automatic External Defibrillator (AED) Trained

To the support of School Nurse, First Aiders equipped with necessary training are competent to provide immediate First Aid services to individuals in need within the School community. They are also in the position to utilize the AED and take necessary action if deemed necessary.

First Aiders (AED Trained) Contact Details

Nu.	Name / Surname	Position	Ext. number
1	Virginia Bakarian	Lab Assistant-Chemistry	333
2	Alexis Sofianos	DoE	326
3	Xenios Polydorou	PE teacher	343
4	Elena Chrysanthou	PE Teacher	343
5	Rafaella Neocleous	PE teacher	343
6	Yiannos Papaioannou	PE teacher	343
7	Chris Brown	Chemistry teacher	352
8	George Papageorgiou	Chemistry teacher	352
9	Virginia Rengel Kefalas	Modern Languages Teacher	337
10	Olia Antoniadou	DT teacher	349
11	Stelios Theodosiou	DT teacher	369

Nu.	Name / Surname	Position	Ext. number
12	Karen Mason Corkhill	English Teacher	336
13	Areti Hadjigeorgiou	English Teacher	336

Important Notes:

The School maintains and designates a list of trained First Aiders in the School's website, and all members of staff are informed about the details of the First Aiders via email at the beginning of each academic year.

Through induction and annual briefings, the School ensures that all staff are aware:

When to summon First Aid assistance

How to summon First Aid assistance

Who is trained to provide First Aid services

In the event of an emergency or any other health-related concern, the School Nurse is notified immediately.

In the absence of the School Nurse and depending on the emergency, one or more First Aiders is contacted.

Portable First Aid kits are located in the Headmaster's PA Office, SMT Secretary Office and DoE Coordinator Office.

Medical Room, AED / First Aid Locations and List of Equipment

Medical Room

The School maintains a centrally located Medical Room which accommodates the relevant equipment.

The Medical Room is fully equipped as per the Ministry of Education's requirements.

Medical Room displays a "School Nurse" sign on the door.

All medical confidential files, medicines and First Aid equipment are safely stored in locked cupboards in the Medical Room.

First Aid Kits Locations:

First Aid kits can be found at the following locations:

- Reception
- Art room
- DT Room
- Physics Prep Room
- Biology Prep Room
- Chemistry Prep Room
- Library
- Lloyds Staff Room
- Administration Assistant Office
- Headmaster's PA Office
- Sports Centre

Automated External Defibrillators (AED) Locations:

- Reception
- Sports Centre

List of First Aid Kits Equipment

Basic Equipment	Extra Equipment
Scissors	Ice spray
Torch	Antibacterial gel
Safety pins	Sanitary pads
Tweezers	Mouth to mouth resuscitator
Sterile dressings/gauzes	Wet Wipes
Adhesive tape	Dry wipes
Plasters	Emergency blanket
Elastic crepe bandage	Eye patch
Crepe bandage	Sterile Paraffin Gauzes
Triangular bandage	
Disposable gloves	
Povidone Iodine 10% solution	

Important Notes:

- First Aid containers are kept and maintained as per the Cyprus Ministry of Labor recommendations alongside additional equipment, as deemed necessary, to accommodate any arising needs.
- A list of recommended equipment is kept inside the First Aid kits.
- First Aid containers are kept in clearly signed accessible locations.
- All containers are marked with a white cross on a green background.
- A copy of these locations can be found in the staff information pack, in the School's website and in the Medical Room, accompanied by the details of the First Aid providers and their department contact numbers.
- Use of any material from the First Aid box is allowed only to authorized personnel; students have no access to First Aid kits without supervision.
- The staff must take precautions to avoid infection and always must follow basic hygiene procedures. Single-use disposable gloves should always be used when coming into direct contact with any injured individual, and these are provided in the first aid boxes and the Medical Room.
- As per the Ministry of Education instructions, the maintenance staff is trained as to how to deal with blood and other bodily fluids.

Trips and Activities

During all off-site trips and other activities, there is at least one First Aider with a travel First Aid kit. On-site activities taking place outside School hours, have at least one First Aider with a travel First Aid kit.

First Aider (or trip leader) joining a trip or activity, is responsible for informing the School Nurse at least two days before the trip, via email. The email should include information in regards to the number of students, staff, the nature of the trip and any other related information required by the Nurse.

It is the responsibility of the First Aider or the trip leader to collect and return the travel kit from and to the School Nurse.

First Aider (or trip leader) is responsible for informing the School Nurse of any incidents occurred and regarding any used equipment to be replaced.

Risk Assessment of First Aid Need

All School areas deemed to be of higher risk due to hazardous substances, dangerous tools or machinery have at least one First Aid box.

The School Nurse, following the proper procedure and taking the necessary precautions, will inform staff for any student with special health needs or disabilities.

Staff working closely with students who have particular health / medical needs (i.e. Diabetes, Asthma, etc.) are separately briefed/ trained by the School Nurse.

Students' Health Information

All students, before their registration to the School, complete and submit their Health Form and their Vaccination Coverage Certificate to the School (see *Appendix 1 & Appendix 2*).

It is the parent's responsibility to inform the School Nurse of any health-related condition a student might experience throughout his / her tenure with the School.

In communication with the School Nurse, parents might be requested to provide the School with an Individual Health Care Plan (see *Appendix 3*).

Information regarding any prescribed medication should be made available to the School by the parents (see *Appendix 3*).

Policy on Specific Medical Issues

The School welcomes all students and encourages participation in all activities.

To facilitate for all our students needs, the School is committed to making appropriate arrangements, within rational grounds and given that this can be operationalized without the emergence of other complications, to facilitate all students in need.

If required, the School Nurse will advise staff in regards to the management/treatment of particular aspects such as:

- Asthma Attacks
- Diabetes
- Epilepsy
- Anaphylactic Shock
- Etc.

The School Nurse keeps a record on SIMS of students who may require special treatments.

The School expects all parents whose children may require special treatment to ensure that appropriate medication has been lodged with the School Nurse, together with clear guidance on the usage of the medication (see *Appendix 3*).

The School stores additional inhalers, insulin and epi-pens after receiving a written request by the parents. These are safely kept in the Medical Room.

Medical Reports:

If a student is unwell and a doctor gave special instructions, then a medical report should be submitted to the School Nurse as soon as possible.

The medical report should include medical diagnosis, symptoms if any, period to abstain from any School activities, any other details the School should be aware of.

Medicines

- If a student requires taking medication during School hours, it is the parents' responsibility to provide all necessary and relevant details (i.e. information regarding the nature of the medicines, dosage, frequency, side effects etc.). For these cases, in collaboration with the parents and other staff (if required), the School Nurse will proceed with the necessary arrangements.
- The use of medicines by the students during School hours is allowed only when needed (i.e. medicine has to be administered on a specific time during the day as a means to maintain the status of a student's illness).
- Parents should provide to the School Nurse a signed letter- authorization to administer the medication - signed by their doctor and by the parents (see *Appendix 3*)
- The School Nurse will only accept medicines that have been prescribed by a doctor.
- Medicines should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.
- The School Nurse should be informed of any prescribed medication brought into School at any time.
- Any member of staff who agrees to accept responsibility for administering prescribed medication to a child should have appropriate training/guidance, including awareness of any possible side effects of the medicine and an action plan, in the case that any of the symptoms occur (it is recommended that only the School Nurse or the First Aiders undertake this responsibility).
- In administering any medication, assisting or overseeing any self-administration of medication, First Aiders must exercise their professional judgment and apply their knowledge and skills in the given situation.

Administration of Medicine

Any child under 17 should not be given medicines without a parent or carer's written consent. Any member of staff giving medicines should check:

- The child's name
- Prescribed dose
- Expiry date
- Written instructions provided by the prescriber on the label or container
- Contra-indications
- When medication last is taken
- Whether they have eaten prior to taking the medication.

If in doubt about any procedure, staff should not administer the medicines but check with parents/carers before taking any further actions. If the staff has any concerns related to administering medicines to a particular child, the issue should be discussed with the parent/carer.

All medicines are safely stored in the Medical Room. All items are safely discarded after the expiry date.

In case a member of Staff provides any medicine to a child, the School Nurse must be notified as a means to add related information to the medical file of the student.

In certain circumstances (i.e. during the administration of rectal diazepam) it is good practice to have the dosage and administration witnessed by a second adult.

Controlled Drugs

The School safeguards controlled drugs in a locked, non- portable container and only named staff is granted access. A record is kept for safety and audit purposes.

It is noted that in the event of a trip abroad, it is the parents' responsibility to ensure compliance as per the visiting country's controlled drugs regulations.

Non-Prescription Medication

Non-prescribed medication is administered only if there prior written parental consent. Annual medication consent forms are kept in the Medical Room.

Medicines are administered by nominated staff only. Under normal circumstances, nominated authority is the School Nurse or a designated First Aider.

In case that a non-prescribed medicine is administered to a child, this is also documented.

Self - Management for Emergency Medicines

Generally, students should not carry medicines whilst at School. However, students will be encouraged to carry and be responsible for their own emergency medicine, when the School Nurse in conjunction with parents, judge that the student is sufficiently capable and competent to do so.

Other non-emergency medicines should generally be kept in a secure place, not accessible to children.

Refusing Medicines

If a child refuses to take medicine, staff should not force them to do so, but should note this in their records. Parents/cares should be informed on the same day. If a refusal to take medicines results in an emergency, the School's emergency procedures should be followed.

Unwell Students Procedures

Unwell Students in School

As per the Ministry of Health recommendations, students who are in a weak physical condition (main symptoms are described below) should not be coming to School. This is to ensure the best recovery of the student and avoid any cross-contamination of the School's population.

Most common symptoms to be taken into consideration:

- Fever in the past 24 hours
- Diarrhoea in the past 24 hours

- Vomiting in the past 24 hours
- Chills
- Strong Headaches-weakness- muscle aches
- Frequent congested or croup coughing
- Severe nasal congestion

Feeling Unwell During School Hours

- If a student feels unwell during School hours, he/she should visit the School Nurse.
- Unless it is an emergency, students are requested to visit the School Nurse during breaks.
- The School Nurse, in communication with the parents, decides the appropriate actions for the best interest of the child and the rest of the School population.
- If the teacher considers that the student is unable to visit the School Nurse without assistance, then a second student should accompany the student in need.
- If the teacher considers that the student is too ill or injured to be transported, then the School Nurse should be contacted. First Aid should be administered, as appropriate and if further treatment is required, parents should be contacted.
- The School has a strict policy that no medication or treatment will be given orally or externally unless the parents have given permission. Parents will be contacted depending upon the nature of the medical problem.
- In more serious cases, where further medical assistance is deemed necessary, the School Nurse will contact the parents who are expected to collect their child from School and pursue further medical assistance.

Emergency Procedures

- As per the Ministry of Education instructions, in the event of an emergency, an ambulance from the Nicosia General Hospital must be called.
- In this case, parents are informed by the School, as soon as possible.
- In the absence of parents, a member of staff must accompany the student to the hospital and remain there until parents arrive.
- In case of emergencies:
- Call 112
- Give your name and mobile number
- Exact location
- Describe the incident
- If parents cannot be contacted, the School will act in 'loco parents' and give permission for any emergency treatment.

School Nurse

Visiting the School Nurse

During lecturing hours, teachers should only permit their students to visit the School Nurse if there is an emergency.

During breaks, students are encouraged to visit the School Nurse in regards to any other matter.

Record Keeping

The School Nurse maintains an electronic record of all daily visits.

The School Nurse collects all medical reports from students and updates SIMS on regular intervals. If deemed appropriate, the School Nurse will provide health-related information to teachers.

First Aid Services to Staff and Visitors

If necessary, First Aid services are also provided to non-students (i.e. staff and visitors) by the School Nurse or the First Aiders (in the case that the School Nurse is not available).

Accident Recording

- All serious accidents occurring on-site and / or off-site activities will be recorded by completing the Accident Report Form (see *Appendix 4*)
- Information regarding accident reporting is given to new staff during their induction.
- Accident reports and records are safely kept indefinitely.
- The Health and Safety Coordinator reviews all reported accidents related to both staff and students in due time. This facilitates risk assessment to be carried out if required. If necessary, the Health and Safety Coordinator will pursue further investigation, develop and deliver a report to the site manager.
- Accidents on the way to or from School where students or staff are involved are not reportable unless this is related to School business.
- Reportable incidences include:
 - Death or major injury
 - Disease- when a doctor informs the School of a notifiable disease
 - Dangerous Occurrences – when an incident occurs which does not result in a reportable injury but clearly could have done
 - Sports injuries- are reportable, if the student goes straight to the doctor, hospital or dentist following the injury.

Monitoring and Review

The Headmaster reports on the management and progress of the policy to the Governors on an annual basis.

Data Protection

The personal data collected through this policies are necessary for the provision of the services as described above. The English School will collect and keep personal data only for the purpose of fulfilling its legal and/or other regulatory obligations, the vital interests of the students or other physical persons and not for any other purpose, in accordance with its Privacy Policy which may be communicated to you either via the School’s website or specific privacy notices, as these may be issued and/or amended from time to time by the School.

Appendix 1

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

STUDENT HEALTH FORM

Student details

Student name: Date of birth:
Form: Student ID:

Home Address:

Parents/Guardians contact details:

Name: Name:

Contact number: Contact number:
(Work)..... (Work).....

(Mobile)..... (Mobile).....

Other emergency contact:

In the event of an EMERGENCY, where neither parent/guardian can be contacted, please state one person who has agreed to accept responsibility for your child

Name:

(Relationship to the child)

Contact number: (Work).....

(Mobile).....

Paediatrician/ Family Doctor Details:

Name:

Name:

Contact number: (Work).....

Contact number: (Work).....

(Mobile).....

(Mobile).....

VACCINATIONS: (please tick)

Diphtheria, Tetanus, Pertussis		Pneumococcal	
Measles, Mumps, Rubella		Meningococcal C	
Hepatitis B		Polio	
Varicella		Influenza Type B	

MEDICAL CONDITIONS:

Asthma		Learning difficulties	
Diabetes		Allergies	
Epilepsy		Hearing impairment- Use of hearing aid	
Heart disease		Vision impairment -Use of spectacles	
Scoliosis		Other	

Describe the condition. State any medication required.

.....



Appendix 2

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE

STUDENT HEALTH FORM

SURGERY/INJURY:

State below if your child underwent any surgical procedure or serious injuries- including dates.

State any medical restrictions imposed on your child's PHYSICAL Activities.

.....
.....

IN THE EVENT OF AN EMERGENCY

THE SCHOOL WILL CONTACT PARENTS OR EMERGENCY CONTACT.

IF URGENT MEDICAL ATTENTION IS NEEDED, THE STUDENT WILL BE TRANSFERRED TO THE
NICOSIA GENERAL HOSPITAL.

Parent Signature: Date:

MEDICINE ADMINISTRATION:

Basic first aid medication to be used. Please tick if you DO NOT object.

Panadol (contains paracetamol)	<input type="checkbox"/>
Calpol 6+	<input type="checkbox"/>
Nurofen tablets (contains ibuprofen)	<input type="checkbox"/>
Nurofen syrup	<input type="checkbox"/>

I can confirm that my child has been administered the medication checked above in the past without experiencing any adverse effects.

Parent Signature: Date:

PERSONAL DATA

The personal data collected through this form are necessary for the provision of the services as described in this form. The English School will collect and keep personal data only for the purpose of fulfilling its legal and/or other regulatory obligations, the vital interests of the students or other physical persons and not for any other purpose, in accordance with its Privacy Policy which may be communicated to you either via the School's website or specific privacy notices, as these may be issued and/or amended from time to time by the School.

In addition, regarding the processing of special categories of personal data (i.e. health-related data), please sign below to give your explicit consent on behalf of the student. Please note that, in cases where the parent/guardian or the student is physically or legally incapable of giving consent, the processing of special categories of data will be carried out in the case of emergency on the basis of protecting the vital interest of the students or other physical persons.

Explicit Consent for processing of Special Categories of Data (health data):

I give my explicit consent to the School to collect, store and use the student's special categories of data submitted with this form. The School will process such data solely for the purposes of fulfilling its regulatory obligations, preventing infectious diseases and allergic events and providing emergency administration of basic first aid and/or medication. I acknowledge and understand that these data will be securely deleted within one year after the student's graduation.



Appendix 3



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ ΥΓΕΙΑΣ

ΠΑΡΑΡΤΗΜΑ Β

ΚΑΛΥΨΗ ΜΑΘΗΤΩΝ ΜΕ ΤΑ ΑΠΑΡΑΙΤΗΤΑ ΓΙΑ ΤΗΝ ΗΛΙΚΙΑ ΤΟΥΣ ΕΜΒΟΛΙΑ

Αγαπητοί γονείς/ κηδεμόνες,

Για την προστασία της υγείας των παιδιών σας και ειδικότερα την προφύλαξή τους από σοβαρά λοιμώδη νοσήματα που μπορούν να προληφθούν με τον κατάλληλο εμβολιασμό, συστήνεται να έχουν συμπληρώσει τα απαιτούμενα για την ηλικία τους εμβόλια σύμφωνα με το Εθνικό Πρόγραμμα Εμβολιασμών του Υπουργείου Υγείας. Τα εμβόλια είναι ο καλύτερος και αποτελεσματικότερος τρόπος πρόληψης λοιμωδών νοσημάτων. Θεωρούνται μια από τις πιο σημαντικές επιτυχίες της ιατρικής επιστήμης αφού μας προφυλάσσουν από σοβαρές ασθένειες όπως την πολιομυελίτιδα, την ιλαρά, τον τέτανο καθώς και πολλές άλλες επικίνδυνες και ορισμένες φορές θανατηφόρες ασθένειες. Τα εθνικά προγράμματα εμβολιασμών που εφαρμόζονται εντατικά τα τελευταία τουλάχιστον 30 χρόνια, έχουν οδηγήσει στη δραματική μείωση ή ακόμα και στην εξάλειψη ασθενειών που παλαιότερα οδηγούσαν σε σοβαρές αναπηρίες ή και σε θάνατο.

Στο πλαίσιο της κοινής προσπάθειας Υπουργείου Υγείας και των Ιδιωτικών Σχολείων για διασφάλιση της υγείας των παιδιών, αποφασίστηκε όπως με την εγγραφή του παιδιού σας στο σχολείο προσκομίσετε βεβαίωση της εμβολιαστικής του κάλυψης, πρακτική που εφαρμόζεται και για τα παιδιά που φοιτούν σε Δημόσια Σχολεία του Κράτους. Η βεβαίωση μπορεί να εξασφαλισθεί είτε από τα Κέντρα Προστασίας Μητρότητας και Ευημερίας Παιδιού/ Κέντρα Εμβολιασμού του Κυβερνητικού Τομέα, είτε από τον Προσωπικό σας Παιδίατρο. Είναι σημαντικό κατά την επίσκεψή σας στο Κέντρο Εμβολιασμού ή στον Παιδίατρο, να έχετε μαζί σας την Κάρτα Εμβολιασμού ή το Βιβλιάριο Υγείας του Παιδιού.

Πληροφορίες σχετικά με το πρόγραμμα λειτουργίας των Κέντρων Προστασίας Μητρότητας και Ευημερίας Παιδιού/ Κέντρων Εμβολιασμού σε κάθε επαρχία: Λευκωσία: 22405071, Λεμεσός: 25305333, Λάρνακα: 24818047, Πάφος: 26803370, Αμμόχωστος: 23200188

Βεβαίωση Εμβολιαστικής Κάλυψης

Όνομα Παιδιού:..... Ημερ. Γέννησης:

Σχολείο: Τάξη:

Βεβαιώνεται ότι ο/ η μαθητής/τρια, σύμφωνα με το Εθνικό Σχήμα Εμβολιασμών του Υπουργείου Υγείας:

- Έχει συμπληρώσει όλα τα απαραίτητα για την ηλικία του εμβόλια.
- Είναι μερικώς εμβολιασμένο. Τα εκκρεμούμενα εμβόλια θα χορηγηθούν μέχρι τις, οπότε και θα σταλεί εκ νέου Βεβαίωση Εμβολιαστικής Κάλυψης στο σχολείο.

Όνομα Παιδιάτρου / Επισκέπτη/τριας Υγείας:

Υπογραφή / Σφραγίδα: Ημερομηνία:



REPUBLIC OF CYPRUS
MINISTRY OF HEALTH

APPENDIX B

VACCINATION COVERAGE CERTIFICATE

Dear Parents/ Guardians,

For the purpose of protecting the health of your children, especially against serious vaccine preventable diseases, it is recommended to have completed the necessary vaccines by their age, according to the National Immunization Programme of the Ministry of Health. Vaccines are the best and most effective way of preventing infectious diseases. Vaccination is considered as being one of the most significant achievements of the medical science since it can protect us from serious diseases, such as polio, measles, tetanus and many other dangerous and sometimes even fatal diseases. The national immunization programmes which have been intensively implemented over the last 30 years, have led to a remarkable reduction or even elimination of diseases that could have led to severe disabilities or death in the past.

In cooperation with the schools of the Private sector the Ministry of Health, in an effort to further protect children's health, have jointly decided to include the submission of the "Vaccination Coverage Certificate" among the prerequisites for the school registration. This is also a common practice applied in the case of the schools of the Public sector. The Vaccination Coverage Certificate can be obtained either from the Maternal and Child Welfare Centres/ Vaccination Centres of the Ministry of Health or from Paediatricians.

Information related to the operating programme of the Maternal and Child Welfare Centres/ Vaccination Centres of the Ministry of Health in each district, can be provided by phone in the following numbers: Lefkosia: 22405071, Lemesos: 25305333, Larnaca: 24818047, Paphos: 26803370, Ammochostos: 23200188.

Vaccination Coverage Certificate

Child's Name: Date of Birth:

School: Class:

It is hereby certified that according to the National Vaccination Scheme of the Ministry of Health:

- The child has completed all the necessary for his/her age vaccinations.
- The child is partly vaccinated. The missing vaccines will be completed by and a new Vaccination Coverage Certificate will be sent to the school.

Name of Paediatrician / Health Visitor:

Signature / Stamp: Date:

Appendix 4

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE
Individual Healthcare Plan

Student details

Student name: Date of birth:
Student ID:

Medical Diagnosis/ Condition:
.....
.....

Parent/Guardian contact details:

Name: Name:

Contact number: Contact number:
(Work)..... (Work).....

(Mobile)..... (Mobile).....

Doctor/ Hospital Contact details:

Name: Name:

Contact number: Contact number:
(Work)..... (Work).....

(Mobile)..... (Mobile).....

Describe medical needs and give details of student's symptoms:
.....
.....

Daily care requirements: (e.g. before sport/at lunchtime)
.....
.....

Describe what constitutes an emergency for the student, and the action to take if this occur:
.....
.....

Signature: Date:



Appendix 5

THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE
Accident Report Form

Department: Teacher reporting:
Name of Student: Form:
Date: Period/ Time: Room/Location:

Description of the accident:
.....
.....
.....
.....
.....

Action taken:
.....
.....
.....
.....
.....

Remarks:
.....
.....
.....
.....
.....

When completed this Form should be Send to the School Nurse, Health and Safety officer and Headmaster, as soon as possible.



Assessment

Methods of Assessment

The assessment takes place to provide useful and reliable information for all involved, students, teachers and parents, about what a student has learnt. The English School, we aim to track students' progress through a rigorous system of formative and summative assessment. This information arising from assessment supports judgements about how teaching and learning should be planned in the future. Assessment, therefore, lies at the heart of the process of working with the students and acts as a diagnostic tool to support their next steps.

Formative Assessment

This is used by teachers to evaluate students' knowledge, understanding and skills on a day-to-day basis. We believe that formative assessment is an integral part of teaching and learning and that classroom assessment can inform future teaching and learning. The formative assessment follows agreed processes that aim to address students' individual needs and enable them to fulfil their potential. These processes include:

- Everyday use of learning objectives in all lessons to ensure that students are aware of what they are learning. All tests and assessments closely correspond to the learning objectives identified.
- Use of success and assessment criteria that will enable students to understand what they need to do in order to improve their performance.
- Oral questioning to check that students understand and can use ideas, concepts and skills being taught and that they have retained key facts. Both open and closed questions are used with emphasis placed on the former.
- The responsibility of teachers to record marks and make them available for the Head of Department by uploading them on the Assessment Manager on SIMS.
- Use of the lesson objectives and success criteria by students to assess their own work and that of their peers.
- Use of a variety of different forms of classwork and homework tasks that will provide information to teachers about students' progress.
- Use of differentiated tasks and processes in the classroom to address the different needs of students.
- Recall of previous learning in all lessons to establish where students are and, therefore, build a link between previous learning and the lesson.
- Use of a plenary at the end and/or in the middle of the lesson to enable students to communicate their learning and link to lesson objectives.
- Formative feedback given to students that is constructive and positive, explaining strengths and areas in which further progress should be achieved and offering specific guidance for improvement.

All teachers will record formative assessment marks on the Assessment Manager on SIMS. These marks relate to class participation, homework assignments, short tests and impromptu quizzes and/or

any other task decided by departments. All departments make a decision about the weightings of the components of formative assessment. Overall, students' end-of-term grade will be based on a 60:40 combination of their Common Assessments and formative assessments.

Summative Assessment

(Common Assessments and internal, end-of-year and mock examinations)

Years 1-3 will take a number of agreed common assessments throughout the year; the number of common assessments per subject will be decided on the number of periods allocated to each subject. Students will also sit internal, end-of-year examinations in June. Both parents and students are able to access on the school website the common assessment schedule for each Year group in September of each academic year.

Year 4 students will take five common assessments in each subject they are studying, both compulsory and optional. **Year 5** students will take four common assessments in all their subjects. Parents and students will have access to the common assessment schedule for their Year group on the school website.

Year 4 students will also sit internal, end-of-year examinations in June whilst Year 5 students will sit the external examinations at the end of the year. Year 5 students will also sit internal mock examinations in January in all subjects. Year 4 students will sit mock examinations in Greek, Turkish and Maths in February/March.

Year 6 students will take six common assessments per subject during the year and students will sit at the end of the year the end-of-year examinations. There will be no mock exams for year 6 students.

Year 7 students will take six common assessments per AL subject studied and they will sit at the end of the year the external examinations. Year 7 students take internal, mock examinations end of February-beginning of March, usually right after the second half-term.

Students and parents of all year groups will be able to access the common assessment schedule on the school website.

Common assessments are weighed 60% of the total mark for reporting in termly progress reports. The School has a policy for students who are absent for a Common Assessment or do not submit their CA on time.

All Common assessments will identify the following:

- The topic(s) to be assessed, indicated in the title
- The week and date of the assessment
- The length and format of the test
- Clear instructions to students
- Any supporting resources or links that would help students prepare for the common

assessment; teachers can upload relevant information on Teams

Effective in-school common assessments enable:

- The School to have a consistent and reliable approach to assessment

- Heads of Department and Heads of Year to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers and form tutors to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and if needed, adjust their teaching accordingly
- Teachers and form tutors to set targets with every student against a baseline (see below)
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.
- Collaboration within departments in using the assessment data to identify students that need help, students that need greater challenges and above all, to enable teachers to share good practices.
- Students to familiarise themselves with the format and standard of exam papers as many common assessments will be based on exam-style questions



Appendix 1: 2020/21 Total Assessments

Year 1	Tgt	Year 2	Tgt	Year 3	Tgt	Year 4	Tgt	Year 5	Tgt	Year 6	Tgt	Year 7	Tgt
Art	2	Art	2	Art	2	Art	5	Art	4	Art	6	Art	6
DT	2	DT	2	DT	2	Biology	5	Biology	4	Biology	6	Biology	6
English (Native)	7	English (Native)	3	English	5	Chemistry	5	Chemistry	4	BS	6	BS	6
English (Non-Native)	7	English (Non-Native)	3	French	4	DT	5	DT	4	Chemistry	6	Chemistry	6
Geography	2	English (Whole)	3	Geography	3	Economics	5	Economics	4	DT	6	DT	6
Greek	5	French	4	German	4	English Lang	4	English Lang	3	Economics	6	Economics	6
Greek (Group A)	5	Geography	3	Greek	6	English Lit	3	English Lit	3	English Lang	6	English Lang	6
Greek (Group B)	5	Greek	6	Greek (Group A)	6	French	5	French	4	English Lit	6	English Lit	6
History	2	Greek (Group A)	6	Greek (Group B)	6	Geography	5	Geography	4	French	6	French	6
ICT	2	Greek (Group B)	6	History	3	German	5	Global Perspectives	4	Geography	6	Geography	6
Maths	6	History	3	ICT	2	Global Perspectives	5	German	n/a	Greek	2	History	6
Music	2	ICT	2	Maths	5	Greek	5	Greek	4	Greek (Group A)	2	ICT	6
PE	4	Maths	6	Music	2	Greek (Group A)	5	Greek (NNS)	4	Greek (Group B)	2	Maths (Single)	6
RE	2	Music	2	PE	2	Greek (Group B (i))	5	History	4	History	6	Maths (Double)	10
Science	5	PE	2	RE	2	Greek (Group B (ii))	5	ICT	4	ICT	6	Music	6
Turkish	5	RE	2	Science	5	History	5	Maths	4	Maths (Single)	6	PE	6
		Science	5	Spanish	4	ICT	5	Music	4	Maths (Double)	10	Physics	6
		Turkish	6	Turkish	6	Maths	4	PE	2	Music	6	Spanish	6
						Music	5	PE (IGCSE)	4	PE	6		
						PE	2	Physics	4	Physics	6		
						PE (IGCSE)	5	RE	1	Spanish	6		
						Physics	5	Spanish	4	Turkish	1		
						RE	1	Turkish	4				
						Spanish	5						
						Turkish	5						

Appendix 2: The ES Marking Code – Literacy based

(to be displayed in classrooms and inserted in student and teacher planners)

Code	Meaning	Code	Meaning
//	Start a new paragraph	p	Punctuation needs some attention
^	Word(s) missing	sp	Check the spelling of this word
??	Please re-read to check for meaning/sense	v	Find a better word choice (vocabulary)
gr	Please re-read to check for grammar errors e.g. <i>their</i> and <i>there</i> , <i>was</i> and <i>were</i>	co	Use connectives to link ideas and structure writing effectively.
exp	Check the accuracy of your expression/re-word	t	Check your use of tenses

Assessment Calendar

To access the Tool, click [here](#) or copy this link in your browser <https://ca.englishschool.ac.cy/>. All staff can access the Common Assessment tool using their computer credentials.

The Common Assessment is live on our website. Click [here](#) or copy this link in your browser. <http://www.englishschool.ac.cy/assessment-calendar>



External Examination Results Day, Re-marking and Re-sit Guidelines

Exam results are published and available to the public on the dates below:

Tuesday, 11th August, 08:00 – Cambridge Results Day

Thursday, 13th August, 10:00 – GCE (A2/ AS Level) and IAL Results Day

Thursday, 20th August, 10:00 – IGCSE and GCSE Results Day

Important note: The Joint Council for Qualifications (JCQ) has changed the time at which results can be released to students from 6:00am to 8:00am UK time. Thus, results for AQA and Pearson will be available at 10:00am Cyprus time.

Finding your results:

Cambridge Results:

Cambridge has issued login details for CIE Direct (<https://myresults.cie.org.uk>) to all candidates entered for the summer examinations, whereby candidates can access their results online. The login details have been emailed to the students' school email address during the spring semester. If any candidate is not able to access the email with the login details, please contact Ms Elena Kazantzi at exams@englishschool.ac.cy. Alternatively, you may pass by the school's reception when the results are out to collect your results envelope.

Pearson/ Edexcel Results:

Pearson/ Edexcel has an online results tool called ResultsPlus Direct (<https://www.resultsplusdirect.co.uk/students/login.html>) which can be accessed by students for viewing their results.

New Users:

The Exams Office has entered in the system all students that have registered for the first time with Pearson/ Edexcel. You should have already received an email from ResultsPlus Direct with your verification code. This verification code/URL requires activation against your email address (this is your individual school's email account). Once you have activated your email address against this code, you will then receive a welcome email directly into your inbox. To activate your account, you must then click on the account verification link contained in the welcome email and validate your account by answering security questions. It is important you keep note of these security answers. Once your account has been verified, your password will be created. You can then use your email address and password to login. Please do not misplace this information as you will need it for accessing all following exam results with Pearson/ Edexcel.

Old Users:

If you have forgotten your password, you can obtain a new one by clicking on the "Forgotten your password?" link on the login screen below the "Change password" button. Type the email address you registered with into the "username" field in the pop-up window that appears. A new password will be emailed to you.

If during the password reset procedure you submit the wrong security details three times, your account will be locked. If this happens, you need to email Ms. Elena Kazantzi at exams@englishschool.ac.cy to unlock your account.

If you have locked your account by entering your password incorrectly more than three times, click on “Forgotten password” and enter your email address to receive a password reset email (please check your spam). If you had an account last year and changed your email addresses you will need to email Ms Elena Kazantzi (exams@englishschool.ac.cy). Ms Kazantzi will then update your email address. Once this is done, you will receive a welcome email and you will need to recomplete the activation process.

If when entering the system you notice that you are missing results for exams you sat **with the school** during summer 2020 session, you need to email Ms Elena Kazantzi (exams@englishschool.ac.cy) with screenshots from ResultsPlus explaining clearly, what information is missing. The Exams Office will contact the Exam Board to resolve this.

Note that if you have registered for exams with the British Council, these results will not be visible in the ResultsPlus Direct account provided by the school. In this case, you will need to contact the British Council to receive your results.

For more information about ResultsPlus Direct click on the below URL:

<https://secure.edexcel.com/resultsplusdirect/Pages/StudentFAQs.aspx>

AQA Results:

AQA does not have an online database for viewing results. Hard copies of the results will be available at the school’s reception for collection. You can email Ms Elena Kazantzi (exams@englishschool.ac.cy) requesting the results; remember to state your Candidate Name and Number. This is on a first come first served basis and Ms Kazantzi makes every effort to respond to all request the soonest possible. However, due to the heavy workload, please note that there might be a delay in responding to you. Alternatively, you may pass by the school’s reception when the results are out to collect your results envelope.

Note:

RESULTS WILL NOT BE PROVIDED OVER THE PHONE.

Three options available to find out results:

- Online for Cambridge and Pearson/ Edexcel
- Collect your results envelope/s from the school’s reception
- After the results are out, you can forward an email to exams@englishschool.ac.cy requesting a copy of your results. Remember to state your Candidate Name and Number. This is on a first come first served basis and the Exams Office makes every effort to respond to all request the soonest possible. However, due to the heavy workload, please note that there might be a delay in responding to you.

Post Results Services:

Due to the current situation with COVID-19, where students’ results will be based on calculated grades, rather than actual exams that they have sat, candidates will not be able to request a ‘review of marking’ (EAR) for their Summer 2020 external results.

There is an appeals process. However, it is important to note that ‘appeals will be allowed in cases where a centre believes it has made an error when submitting its information; or similarly, if the centre believes an exam board made a mistake when calculating, assigning or communicating a grade.’ A student cannot appeal against the grade or position in rank order submitted by the centre. Please refer to the JCQ guidelines for further information.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/890811/Summer_2020_grades_for_GCSE_AS_A_level_guidance_for_teachers_students_parents_09062020.pdf

If students feel dissatisfied with their Summer grades they are advised to resit the examination in the Autumn or following Summer session where students will be able to use the higher of the two grades for future progression.

New Exam Applications /Resits

Autumn sitting and January (for Pearson/ Edexcel only) sitting:

Students wishing to enter for units during the Autumn sitting or January sitting for Pearson/ Edexcel [IGCSE or International A Level (IAL)] will need to register with the British Council. Please refer to their website for more information, relevant deadlines and online registration.

British Council's contact details:

Telephone: +357 22585000 (Monday – Friday 09:00-14:00, Tuesday 09:00-17:00)

Opening Hours: Monday - Thursday 09:00-11:00, Tuesday & Wednesday 15:30-17:30

Emails: General enquiries: enquiries@cy.britishcouncil.org / Exam enquiries: exams.enquiries@cy.britishcouncil.org

Website: <http://www.britishcouncil.com.cy/>

Students interested to register for the Autumn sitting need to note that registrations are usually very early in September as exams are held late October /early November, so it is very important you process your online registration with the British Council the soonest possible.

Pearson/ Edexcel and AQA – GCSE and GCE new applications or resits:

The Exam Boards have not announced if they will be offering exams for GCSE or GCE during the Autumn session yet. Currently, examinations for GCSE, GCE AS and A Level units are not possible in alternative exams sessions i.e. they are only available during the summer session. Should you wish to resit any units, you will need to add these exams to the rest of your exams for the academic year, through the school's registration system in November 2020, for the exams series May/ June 2021. Further information and relevant deadlines will be forwarded to you in due time.

Thank you for your kind cooperation,
Data & Exams Office

School Policies





All school policies can be found on our website by clicking [here](#) or copying this URL link in your web browser <https://www.englishschool.ac.cy/policy-procedures>

The English School Code of Conduct















Educational Trips:

	Policy - Guidelines for Educational Visits
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Exams:

	Access Arrangements for External Examinations
	Registrations for the external examinations
	Policy Concerning Student Requesting a Reduced Timetable
	The English School Admissions Policy

Pastoral:

	Anti-Bulling Policy
	Attendance Procedure
	Behaviour Policy
	Child Safeguarding and Child Protection Guidelines Letter regarding Visitors to School Site Safeguarding Our Students - Visitors policy ES Missing Child Policy 2019
	General Promotion Criteria for Students
	Health and welfare of students
	Mobile and Smart Phone Policy Mob Phone Declarations to be signed
	Online Safety Policy Online safety Declarations to be signed
	Policy on Student Celebration
	Reward and Sanctions
	School Uniform Policy
	School-based Counselling Service
	Student Mental Health and Emotional Wellbeing Policy
	First Aid - Health Care and Administration of Medicines English School Policy

Teaching and Learning:

▼	Assessment and Marking Policy
▼	Policy regarding Private Lessons
▼	Submission Policy for Common Assessments
▼	Special Educational Needs and Disabilities (SEND) Policy
▼	The English School Curriculum Policy
▼	The English School Policy on Academic Integrity

Other

▼	Complaints Procedure
▼	ES Whistleblowing Policy
▼	Safe Recruitment Policy

Policy on Student Celebrations

The School recognizes the role of celebrations as part of the typical fun of being at school. Such celebrations may include (but not be limited to) occasions that mark the beginning and end of the school year for those in their final year of school.

The School welcomes celebrations of many kinds but requires that all celebrations comply with the School's mission statement of promoting academic excellence '*...in a safe and caring environment.*'

The School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the School community. It celebrates diversity and its ethos is one of trust, mutual respect and understanding of each other's culture, ethnicity, religion, gender and individual needs.

The School motto is 'non sibi sed scholae' which means that students should be proud to be a member of the School and put the School community and other people before their own needs.'

All celebrations should, therefore, comply with the above requirements.

This means that the following behaviour, for example, is not acceptable as part of celebrations or at any other time.

- Language or behaviour which is improper, or disrespectful to other students, staff and any other members of the School community or members of the public.
- Graffiti of any kind
- Damage to, or improper use of, school property or equipment
- Use of alcohol or tobacco
- Use of firecrackers or other dangerous substances

The above list is not exhaustive. If the School feels that student celebrations have violated the terms of its regulations, policies and mission statement, it will take severe and appropriate disciplinary action against individuals or groups who have been responsible for such behaviour. Students should be aware that, where possible, the School will only punish those individuals who have been responsible for bad behaviour.

However, in cases in which it is difficult to identify which English School individuals have been responsible, e.g. When there is unacceptable behaviour at night, or by those wearing masks, students should expect that their entire year group may receive exceptional, extreme and serious disciplinary consequences of inappropriate actions.

Such measures may include, but not limited to:

- Expulsion from the School (meaning denial of future assistance with higher education applications)
- Cancellation of celebratory events, e.g. Graduation Ceremony
- Writing to inform universities from which students have received offers regarding the student's behaviour

It is thus the duty of all students, and their parents, in a given year group to take every reasonable measure to ensure that the behaviour of all members of that year group is in keeping with the School's regulations, policies and mission statement.

Rewards and Sanctions Policy

The English School expects the highest standards of behaviour in school. We believe that the rights of all members of the school community are paramount and that good behaviour is a reflection of a respectful and well-ordered school environment.

We expect students to behave sensibly in and out of class, to behave with respect towards all members of the School's community, to carry out all academic work in an honest and responsible way, to be on time for class and to be properly dressed for school. When a student fails to maintain the standards we expect of him/her in The English School, inevitably sanctions or punishments will be imposed.

On the other hand, we also want to celebrate good academic work, high levels of achievement, excellent attitudes, in and out of the classroom. If a student performs well at school, s/he should expect to be recognised for his/her hard work and levels of achievement and success. This is something we wish to focus on, as the aim of every member of the School community, for each student to fulfil his/her potential.

For the above reasons, and to ensure we are able to accurately record all behaviour and achievements at school, we are making use of the school's information management system to monitor the progress of all students. This means that good effort, high levels of achievement, excellent homework assignments, etc. will be rewarded through a points system. Each student will be able to accumulate points based on their positive attitudes and academic successes. Teachers will have the ability to reward students with Achievement points and to fill in more detailed reports on their successes. The more points a student gains, the more favourable the picture that develops of that student as a learner and as a member of the School. And the more points collected means the better the chances of receiving real recognition through rewards.

On the other hand, poor behaviour or a failure to abide by the School's Code of Conduct will lead to the issuing of Behaviour Points, which are a negative reflection of attitudes and conduct in school. These, of course, will be accompanied by other punishments (see the Code of Conduct). Any Behaviour points will subtract from the positive Achievement points collected. Achievement and Behaviour points will be accumulated and recorded on the school's Student Information Management System (SIMS).

Note:

1. Staff will not give Behaviour points to an entire class.
2. Staff will not erase behaviour points unless they are certain an error has been made. **Heads of Year will be informed in such cases.**

For Behaviour points the following will apply:

- In any academic year, if 10 points are accumulated, a SIMS notification, will be forwarded to the parents by the Form Tutor warning that behaviour must be rectified to avoid further sanctions over and above those already imposed.
- If 15 points are accumulated, the Form Tutor will issue one behaviour point and a School detention. Parents will receive an InTouch email by the Form Tutor.
- If 20 Behaviour points are accumulated, parents will be called in for an appointment with the Head of Year.
- Once 25 points are reached, there will be an automatic one-day suspension. Parents will be notified in writing, with a letter sent from Head of Year.

Form Tutors will monitor their students and keep the relevant Head of Year up-to-date.

Further deterioration in the points total for Behaviour (30 points) will lead to more serious sanctions including a 2-day suspension. This will be imposed by the Head of Year.

This may be served as an internal suspension. Depending on the seriousness of each case, if a student continues to exhibit poor behaviour, this may lead to permanent exclusion.

The School believes in recognising achievement, whether it be academic, sporting, extra-curricular or otherwise.

For Achievement Points, the following will apply:

- Bronze Award: 15 to 30 Achievement Points
- Silver Award: 31 to 80 Achievement Points
- Gold Award: +81 Achievement

Please see below the list of points available for Achievements and Behaviour:

Achievement:		Behaviour:	
Academic achievement	2	Aggressive behaviour	2
Academic improvement	4	Cheating in a test	2
An independent learner	3	Copying work from a classmate	1
Excellent class participation	2	Damage to property	3
Excellent Effort	2	Disruptive behaviour	1
Exhibited critical thinking skills	2	Inadequate work	1
Extremely well organised	1	Insolent to teacher	2
Good Oral work	2	No equipment/books brought to class	1
Good Peer Support	2	No homework handed in	1
Good performance in Afternoon games	1	Out of uniform/poor appearance/unshaven	1
Good Performance in PE	1	Persistent lateness to school/lessons	1
Good Written work	2	Persistently out of uniform	1
Outstanding work	2	Plagiarism for coursework or major assignments	2
Participation in House team	2	Smoking/possession of smoking materials	3
Participation in School Parade team	5	Truancy (from School/lessons/Games)	3
Participation in School team	4	Using a mobile phone in class	1
Positive behaviour	2		
Positive contribution in class	2		
Positive contribution to school	5		
Positive Contribution to the community	5		
Superb performance in assessment	2		
Very good test performance	2		

Other categories may be added in the course of the year or come under 'Other'.

Anti-Bullying Policy

1.1. Extract from School Mission Statement:

“The English School is committed to the principle of equal opportunities for all and seeks to uphold the rights of every individual within the school community. The School aims to provide an opportunity for all students regardless of sex, age or creed to develop their talents and skills to the full, and encourages an awareness and tolerance of varying aesthetic, cultural, traditional and religious values within today’s increasingly pluralistic and multicultural society. It is the duty of all members of staff to help their students to accept and respect other people’s individuality and to offer positive role models in support of ethnicity, gender, religion and special needs.”

1.2. Anti-Bullying Policy Statement

The English School’s Anti-Bullying Policy reflects the view that we must aim to provide a safe, secure and positive environment for all students and staff. Our School promotes respect for self and others and encourages mutual respect between all members of the School community.

1.3. What is Bullying?

Bullying can be defined as behaviour by an individual or group, usually repeated over time, that consequently hurts another individual or group physically or emotionally. It involves an imbalance of power, leaving someone helpless to prevent it or put a stop to it. *Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’*

2. Aims of this policy

- To prevent, reduce and eradicate bullying in any form. This includes bullying related to race/ ethnicity, religion and culture, sexism, sexual orientation, socio-economic group, special educational needs, disability, appearance and health conditions.
- To have a consistent approach for dealing with incidents of bullying.
- To ensure that all students, staff and parents are aware of this policy and their responsibilities and obligations to uphold it.
- To create a safe and secure environment for all, where positive relationships can develop.
- To protect the targets of bullying and to change the attitude and the behaviour of the persons who bully.
- To empower students to take responsible action in response to bullying.
- To monitor/analyse incidents of bullying to identify possible patterns and take action.

2.1. Bullying may include any of the following:

- Physical violence, such as hitting, pushing or spitting at another student;
- Interfering with another student's property, by stealing hiding or damaging it;
- Using offensive or discriminatory language or names when addressing another student;
- Taunting, mocking or spreading hurtful or untruthful rumours about another student or his / her family;
- Belittling another student's abilities and achievements;
- Writing offensive notes or graffiti about another student;
- Deliberately excluding people from groups;
- Consistently ignoring / isolating another student in/ outside the class;
- Ridiculing another student's appearance, way of speaking or personal mannerisms;
- Disrespecting or taking discriminatory actions against a person's cultural or religious identity.
- Cyber bullying

2.2. Types of bullying

Cyberbullying

Bullying includes the use of ICT, particularly using mobile phones for 'sexting', where sexually inappropriate mobile phone images of one person are used by another person to upset, demean, harass or isolate the person in the image. Cyberbullying also includes posting abusive or demeaning comments on social networking sites to cause offence or to isolate or exclude someone.

More specifically, it can include:

- inappropriate text messaging and emailing;
- sending offensive images or videos posted on the internet or spread via mobile phone or electronic device;
- posting offensive / inappropriate or discriminatory text on instant messenger sites or social network sites e.g. MSN, Facebook, Twitter.
- threats and intimidation;
- harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages);
- defamation;

- exclusion or peer rejection;
- impersonation or manipulation;
- unauthorised publication of private information or images

Racist and Religious Bullying

Racist and Religious bullying includes making any demeaning or insulting reference to a person's race, religion, nationality or ethnicity. Any reference designed to highlight the difference between one person's set of beliefs and cultural practices and those of a larger group could be interpreted as racist bullying.

Homophobic Bullying

Homophobic bullying includes making any insulting or demeaning reference or innuendo to a person's sexuality or sexual identity, which is designed to isolate, harass or exclude that person.

Sexual & Sexist Bullying

Sexual bullying includes using offensive, hurtful or derogatory terms to describe another person, with reference to a judgement that someone has made about their sexuality or sexual activity. Any terms which are deemed offensive and which are aimed at another person constitute sexual bullying. Displaying sexual or pornographic images on mobile phones, computers or any other electronic device, with intent to insult, demean or harass someone else, would constitute sexual bullying. Sexual bullying also includes any unwanted physical contact, or any coercion in a sexual act.

SEND PUPILS BULLYING

Bullying of pupils with SEND includes making insulting or damaging reference to a person's aptitudes which may be identified by a Statement of Special Need or an Individual Education plan.

The punishments for anyone involved in any bullying are the same as for any other serious misdemeanour including sanctions as outlined in the Code of Conduct for students, as well as suspension, or ultimately permanent exclusion.

3. Standards

Our school accepts that any form of bullying is unacceptable and recognises the harmful effects it has on students. We will actively work to minimise all risks whilst realising that both the targets of bullying and the perpetrators need to be treated in a supportive manner. We recognise that bullying is likely to have a harmful effect on a student's performance and emotional health. We are aware that a great deal of bullying takes place outside the school premises, and on journeys to and from school. The school has the authority to regulate, where it is reasonable to do so, the behaviour of their students outside school especially in cases where their behaviour is damaging the learning or emotional/ physical health of other students or bringing their school into disrepute. This is consistent with the School Code of Conduct.

4. Preventative steps

The school will endeavour to establish the following steps/ measures in order to create and implement a bully free ethos:

- Effective school leadership team which promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy.
- A code of conduct which include student's responsibilities and the sanctions to be applied in the case of transgression.
- A full and agreed procedure for staff, students and parents to follow when responding to any incident where bullying or discriminatory behaviour is involved.
- Agreed documentation to ensure that students, staff and parents are aware of all responsibilities.
- An identified person or persons trained and empowered to coordinate and continually monitor policy and incidents.
- Provision of appropriate support, counselling and advice for targets of bullying and perpetrators/offenders involved in bullying and/or discriminatory behaviour.
- Use of curriculum opportunities to raise awareness of and tackle bullying: in the form of timetabled PSHE lessons or Citizenship where Bullying is a designated topic.
- Engaging students in developing anti-bullying policy and practice.
- Professional development - to ensure that appropriately targeted information or professional training and development, including information on legal responsibilities is available for all staff.
- Effective classroom management that isolates and recognises such anti-social behaviour.
- A Pastoral structure in order to provide full support for students, through class tutors and Heads of Year.

5. Individual responsibilities

It is important that all parties recognise the difficulties that can be encountered in implementing the Anti-Bullying policy. With this in mind the following procedures have been agreed and will be implemented.

5.1. The Responsibilities of staff

All Staff will:

- Consistently monitor behaviour of all students in their care.
- Foster in all our students' self-esteem, self-respect and respect for others.

- Demonstrate by example the high standards of personal and social behaviour we expect of our students.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied and take what they say seriously.
- Report cases of bullying in accordance with specific procedures.
- Follow up any complaint by a parent about bullying and report back promptly and fully on the action that has been taken.
- Adhere and promote the school's Anti-Bullying Policy/procedures
- Ensure they seek/undertake regular Training on Anti-Bullying Practice.

5.2. The Responsibilities of students

We expect all our students to:

- Report to a member of staff any witnessed or suspected instances of bullying. (You may ask a friend or parent to assist you or accompany you)
- Act in a respectful and supportive manner to fellow students and staff in order to promote a safe environment for all.
- Intervene, if you can, to prevent the bullying from taking place, as long as your own safety is not at risk.
- Adhere and promote the schools Anti-Bullying Policy/procedures.

Anyone who becomes a target or victim of bullying should:

- Not suffer in silence, but have the courage to speak out and put an end to their bullying and that of other potential targets of bullying.

Anyone who engages in bullying behaviour should:

- Be aware that sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- Be prepared to learn to behave in ways which do not cause harm in future, by being given the opportunity to develop their emotional skills and knowledge.
- Be prepared to learn how they can take steps to repair the harm they have caused.

5.3. The Responsibilities of parents

We expect our parents to support their children and the school by:

- Being clear that the school does not tolerate bullying.

- Being aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the School's complaints procedure.
- Being alert for signs of distress and other possible indications of bullying.
- Advising their children to report any bullying to any member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students.
- Advising their children not to retaliate to any form of bullying.
- Being sympathetic and supportive to their children and reassuring them that appropriate action will be taken.
- Informing the school of any suspected bullying even if their children are not involved.
- Co-operating with the school, if their children are involved or accused of bullying. Trying to ascertain the truth, and to point out the implications of bullying both for the children who are bullied and for the perpetrators.
- Being clear about ways in which they can complement the school on the anti-bullying policy or procedures.

5.4. The responsibilities of the School

- To develop whole-school policies which meet the law.
- To promote a school climate where bullying is not tolerated and cannot flourish.
- To continually monitor and review this policy document to ensure that the contents reflect current and recommended practice.
- To provide curriculum opportunities to address bullying through the use of timetabled PSHE Lessons or Citizenship where bullying is a designated topic or/and by engaging in whole- school initiatives such as an Anti-bullying week.
- To ensure that there is regular staff training, including for new staff, are staff are fully aware of the School's Anti-Bullying Policy and confident with regards to their own responsibilities and the actions required in helping to eradicate all forms of bullying and discriminatory behaviour.
- To work in partnership with parents, other schools and community partners to promote safe communities.

5.5. The Responsibilities of all

In accordance with the principles stated in our principle statement, we expect everyone to work together to combat bullying.

6. Procedure for reporting alleged incidents of bullying

Any person can report an Incident of Bullying/ Discrimination/ Harassment. This includes students, staff and parents. One should report an incident of bullying even if they are not themselves the targets of the bullying.

There are a number of ways in which an incident of bullying can be reported:

- Inform any **Teacher, Form Tutor, Head of Year or Assistant Head** about the incident who will offer support, and who will complete an Incident Report Form.
- Place a note in the Anti Bully Box placed outside the offices of the Assistant Heads i/c Pastoral Care.
- Write an email and send to the following email address:
reportbullying@englishschool.ac.cy
- Students can also turn to:
 - A friend
 - A responsible older boy or girl (or a member of the School council, Head Boy or Head Girl)
 - Parents

When reporting an alleged Incident of bullying it is important that all students, staff and parents are aware that their confidentiality will be respected and that their name need not be disclosed to a third party. An investigation can be conducted without disclosing to the alleged offender the identity of the person reporting the alleged incident.

6.1. Retaliation

Retaliation or reprisal against any person who reports bullying incident(s) is strictly prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment used against a person who reports incidents of bullying in good faith.

Disciplinary action against any person who retaliates or engages in reprisal for reporting such behaviour(s) may include sanctions up to and including suspension/permanent exclusion for students.

6.2. False Reporting

Students should not knowingly or wilfully falsely accuse one another of bullying. Disciplinary action could include suspension/permanent exclusion for students if they are found to have intentionally and knowingly made false reports.

7. Procedure for Investigating Alleged Incidents of Bullying/Discrimination

- Once the incident has been reported and the Incident Report Form completed, an Investigation will proceed. The Investigation will be undertaken by one or more of the following persons:
 - 1) An Assistant Head [EIG, AMT, GEO (assigned DSL)]

- 2) A Head of Year
- 3) Form Tutor / Teacher

- The target of the bullying is interviewed first and an Incident Report Form is completed.
An Incident Report Form should be completed for each individual alleged victim.

(See Appendix 1: Incident Report Form for Reporting Bullying and Appendix 2: Guidelines when carrying out investigations into alleged bullying)

If the target agrees, an Investigation will proceed.

- The alleged offender and the witnesses will all be interviewed separately.

(See Appendix 2: Guidelines when carrying out investigations into alleged bullying)

- An **Investigation Report** will be completed on the basis of the Interviews and forwarded to the Assistant Head i/c Pastoral Care
- If the investigation concludes that bullying has taken place sanctions may be taken against the offender and/or other actions implemented to change the attitude and behaviour of the persons involved in bullying/ discrimination.
- For students these sanctions must be appropriate to the seriousness of the incident(s) and may include suspension and/or permanent exclusion or other disciplinary measures.

8. Actions and Sanctions if Investigation shows that Bullying has taken place.

If disciplinary measures are required, the appropriate sanctions will be imposed in line with the School's Code of Conduct and Behaviour Policy, depending on the seriousness of the individual case:

The offender may be required to undertake counselling.

8.1. Actions supporting the Offender

- Normally, the Head of Year will communicate the victim's feelings to the offender. This will involve talking about what happened, discovering why they had become involved in order to get rid of the prejudiced attitudes as far as possible.
- The offender will be expected to apologise and to take action in accordance with the principle of restorative justice.
- The offender will be requested to undertake counselling in more serious cases.
- The offender may be asked to undertake a specific work assignment or community service assignment.
- The offender will be informed that there will be follow up action taken in the near future.
- Other steps may include participation in a peer mentoring programme.

8.2. Actions Supporting the Target of Bullying

- Targets of bullying should be offered an immediate opportunity to talk about the experience with their Form Teacher, Teacher, Head of Year or an Assistant Head.
- Their parents/guardians should always be informed in situations where the bullying incident is deemed, by the Investigating Team, led by an Assistant Head, to be more serious.
- They should be offered continued support and there should be follow up two weeks later to ensure that there is no reoccurrence of the bullying. There should be additional follow up two to three months later to verify that the actions/sanctions have prevented the reoccurrence of bullying and ensured that the student feels safe.
- They can be offered support from other students via peer mentoring.
- Counselling may be recommended or provided.

9. Links with other Policies

This policy should be implemented in conjunction with the following policies:

- Behavioural Policy
- Code of Conduct
- E-safety
- Child Safeguarding and Child Protection

Attendance Policy

Introduction

All students are expected to attend school regularly. Absence from school must be avoided as much as possible. Students must be in school to attend their classes or (in the case of seniors) to be in supervised study periods). Research shows that absence from school will have a detrimental impact on student achievement. It is the responsibility of every student (and their parent/guardian) to ensure they avoid unnecessary absenteeism so as not to face any negative consequences. Parents can monitor attendance to lessons on the Parental Portal.

Lateness to school:

- Two or more lates to school in a **week** that is to say, **late to Form Period (Code T) AND/OR absence from whole Form Period (code N)**: Automatic detention (this applies for the whole school) + 1 behaviour point, to be issued by the Form Tutors.
- In the same term, a repeat of the above: a second detention and a warning letter to parents + 1 behaviour point. Form Tutor writes the letter/email and records on SIMS.
- If a student continues to be late to school for no good reason, the Form Tutors consult with the Head of Year who will call the parents and warn that the child may face suspended (internal) exclusion if s/he cannot get into school for in time.

If there is no improvement, the next step will be an internal exclusion – placed on their school record.

Continual lateness will lead to home suspension and meetings with parents with the involvement of the Headmaster, who with Assistant Head and Head of Year will decide on the future of the student.

Late to lesson:

- The 5-minute grace period still applies for lessons starting after Assembly/Mentoring period and between lessons to allow for travel time across campus.
- The 5-minute grace period does NOT apply after Breaks. There are two bells. By the ring of the second bell, students and staff should be in classes after Breaks.

If a student is recorded as unjustifiably late to any period 3 times in a week, s/he will receive 1 behaviour point, a detention + parents will be informed by email. A repetition of such behaviour in a term will incur a second detention, a warning of more severe consequences and a behaviour point. A third occurrence: Internal suspension and a letter home.

In all cases above, consequences may include other unspecified sets of sanctions.

NOTE: An Internal Suspension is equivalent to a home suspension. If a student is suspended from school internally, s/he will sit in the Library, or any other room the Head of Year decides to use, from 07:40 to 13:35 pm with two breaks at different times from the rest of the school. Work will be set by his or her class teachers for that day. Any suspension is to be viewed as a serious sanction. Repeated suspensions in a single school year can put a student's future at the school at risk.

Absences:

Absence notes must be followed up by Form Tutors. Heads of Year will monitor their own Form Tutors to ensure any absences from school are accounted for. The Main Office will file all absence notes. It must be made clear to all students that a note must follow ANY absence from school from home or the doctor. For absences that are planned, students normally need to obtain permission from an Assistant Head and/or Headmaster.

The class teacher will investigate any suspected truancy (including from Games). If it appears that a student has indeed truanted, 3 Behaviour Points will be issued by the class teacher + a detention and a report should be made to the Head of Year via email. The Head of Year with the Assistant Head may take appropriate further action depending on the case and circumstances.

FOR YEARS 6-7 ONLY:

Students in Years 6 and 7 must be reminded that punctuality and regular attendance at school is essential for students to achieve the highest results at A-Level.

We regard students in Years 6 and 7 as being responsible for being punctual to school and for regular attendance.

We expect students to be in Form Period by 7.40 am.

Lateness to School 2 or more times in a week will result in a behaviour point being imposed by the Form Tutor.

We expect regular attendance

Levels of attendance to class:

- 95% = Outstanding (To be met by the majority of students)
- 90-95% = Very Good
- 85-90% = Minimum acceptable
- Less than 85% = A cause for concern

The level of attendance of all students will be closely monitored. When a student's level of attendance begins to show indications that he or she is failing to attend regularly, the following steps will be taken:

Years 1-6

1. By October, half Term: A student whose % attendance falls below 95%: **The Form Tutor will send a letter to parents with a warning.** The student will also meet with the Form Tutor.
2. By the end of November: If levels of attendance have not improved, **parents and student attend a meeting with the Head of Year (and Assistant Head).** A set of expectations will be communicated regarding attendance with clearly stated targets. This will be communicated in writing as well.
3. By the end of Term 1: If a student's % attendance lies below 90%, this will be seen as a case of serious concern. Parents will be warned that *any further deterioration* will result in **any of the following outcomes:**
 - For Years 1-6, no promotion to the following academic year; the student will be required to repeat the Year, regardless of the academic level of the child.

- May not be permitted to participate in a school event.
- May not be permitted to participate in a School trip, both locally and overseas.
- For Year 6 students, UCAS applications will reflect the level of absence as being unsatisfactory. If a university or UCAS application whether in the UK or another country has already been submitted, the School reserves the right to inform the universities that have been applied to or where offers have been received regarding the unsatisfactory level of attendance of a candidate.
- Suspension from School.
- In extreme circumstances, parents may be asked to withdraw their child from the School.

Year 7:

This being the graduating year for students in our school, it is of the utmost importance that students are in attendance at all times. This includes all A-Level classes, other courses and study time. Students are expected to be on-site and in timetabled rooms. Attendance will be monitored closely. It is also understood that some Year 7 students may attend university interviews overseas (up to three days) or may require one-day absence from school to sit a university entrance test (LNAT, UKCAT etc.). The following will apply if attendance levels are a cause for concern:

1. By October half Term: Any Year 7 student whose % attendance has fallen below 85%: **A letter to parents from the Form Tutor with a warning.** The student will also meet with the Head of Year.
2. By the end of November: If levels of attendance have not improved, **parents and student attend a meeting with the Head of Year (and Assistant Head).** A set of expectations will be communicated regarding attendance with clearly stated targets. This will be communicated in writing as well.
3. By the end of term 1, if the level of attendance has dropped below 85% overall, this will be viewed as a serious case of concern. **The following outcomes may result:**
 - a) Suspension from School.
 - b) May not be permitted to participate in a school event.
 - c) May not be permitted to participate in a School trip, both locally and overseas.
 - d) If a university or UCAS application whether in the UK or another country has been submitted, the School reserves the right to inform the universities that have been applied to, or where offers have been received, regarding the unsatisfactory level of attendance of a candidate.
 - e) The Leaving Certificate and Graduation certificate will clearly state that the level of attendance has been unsatisfactory.
 - f) The student may not be permitted to attend the Graduation Ceremony.

If attendance continues to be of serious concern, parents may be asked to withdraw their child from the School at any time.

Note: Absenteeism which may be due to serious illness or other extreme circumstances, will be taken into account. The Headmaster will be the final arbiter of any decision.

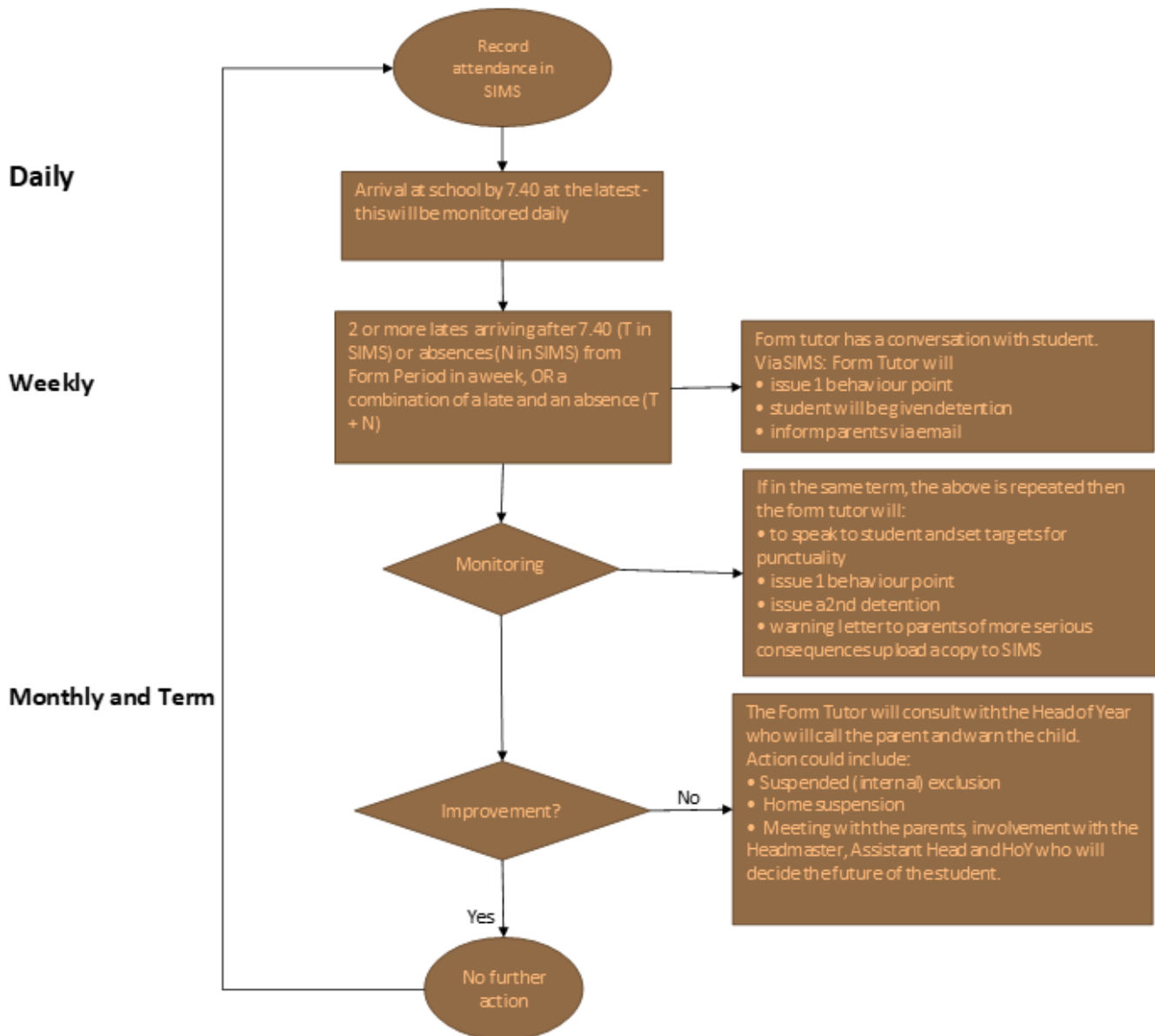
Students with 95% attendance will graduate “Outstanding.”

We reserve the right to issue a statement on Attendance at school to be placed on the Leaving Certificate and Graduation Certificate of students.



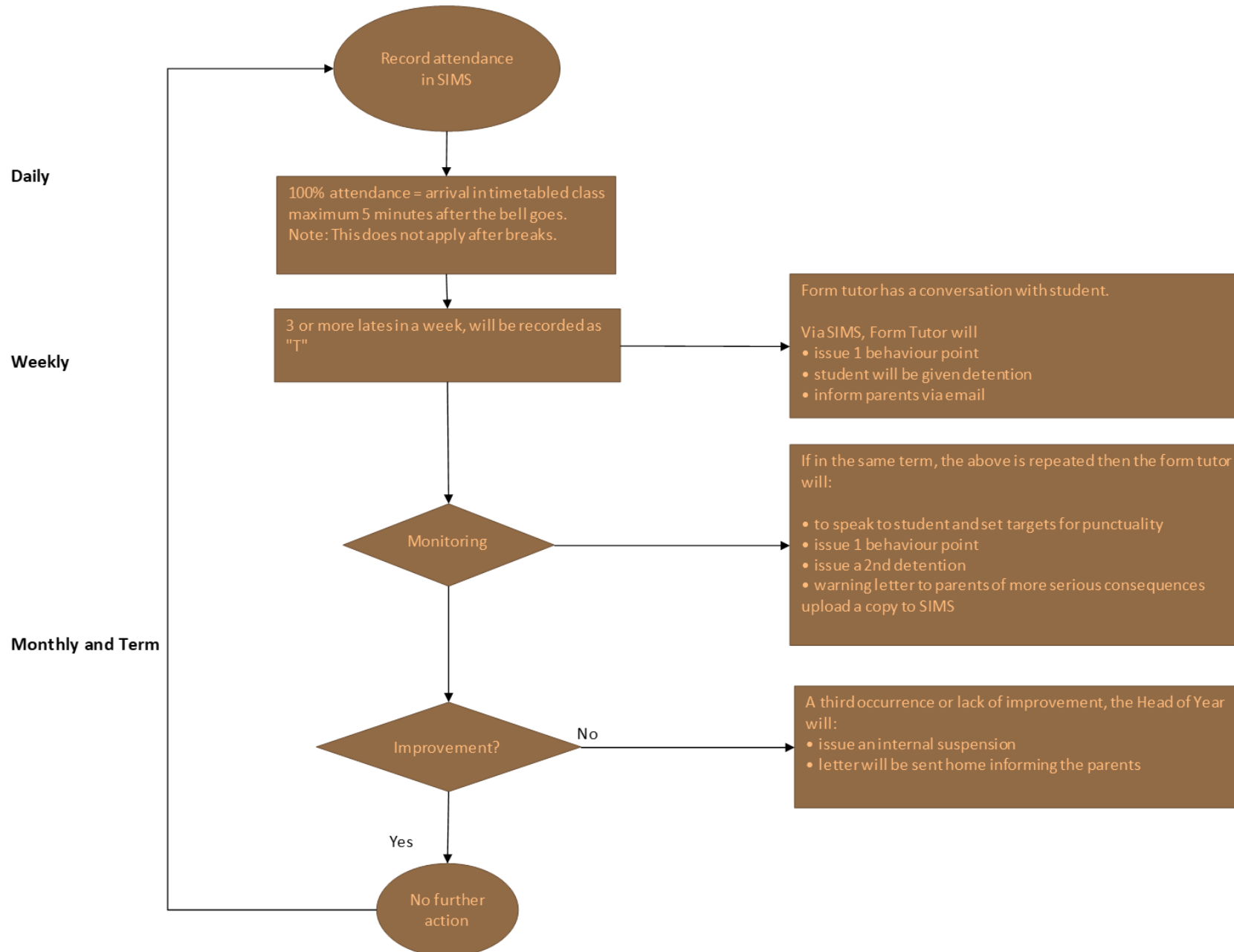
Attendance - Lateness to school in the morning
(To be followed for all students)

Late arrival in the morning
(SIMS Session Attendance)





Punctuality / Attendance : Lateness to Lessons
(To be followed for all students)





Punctuality / Attendance: Attendance in School for Years 1-6
(SIMS Lesson Attendance)

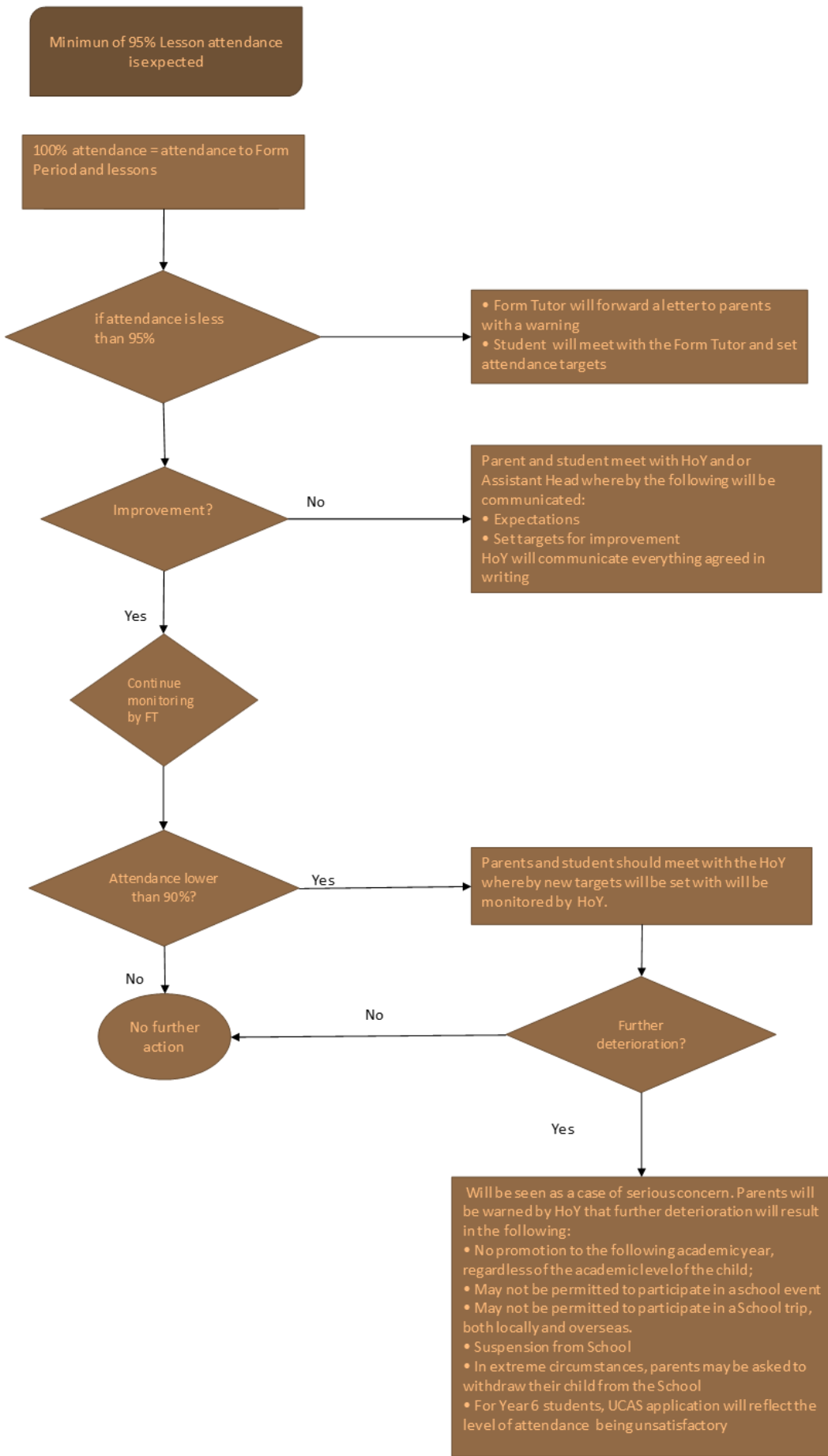
Daily

By October Half-term

By end of November

By end of Term 1

By Feb Half-term





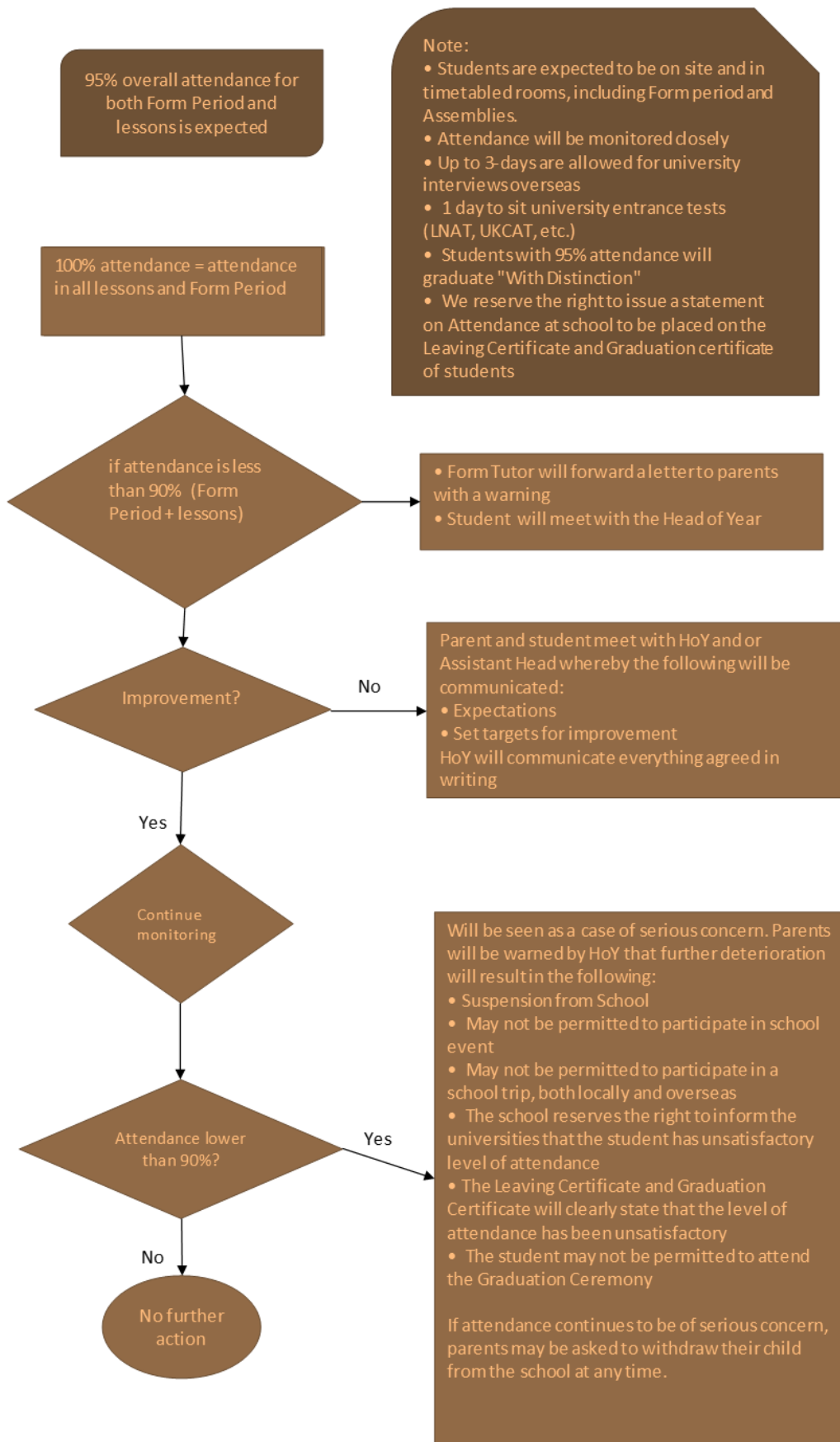
Punctuality / Attendance: Attendance in School for Year 7

Daily

By
October
Half-term

By
end of
November

By
end of
Term 1



Note:

- Students are expected to be on site and in timetabled rooms, including Form period and Assemblies.
- Attendance will be monitored closely
- Up to 3-days are allowed for university interviews overseas
- 1 day to sit university entrance tests (LNAT, UKCAT, etc.)
- Students with 95% attendance will graduate "With Distinction"
- We reserve the right to issue a statement on Attendance at school to be placed on the Leaving Certificate and Graduation certificate of students

Mobile/Smart Phones Policy

Purpose:

This policy aims to clarify the guidelines for students and staff in relation to the use of mobile/smart phone devices while in School or on School activities off-site.

The school recognises the fact that electronic devices are an everyday fact of life in the community. As an educational entity entrusted with the provision of a safe and effective teaching environment, the school also wishes to underline the concerns regarding their use.

- Unauthorised use during teaching and learning time can be a distraction and can hinder the learning of students.
- The accessibility to cameras and videos on electronic devices poses a risk to Child Safeguarding and Data Protection.
- Unrestricted usage of electronic devices in school can undermine students' responsible and controlled use of technology.

This policy should be used in relation, where appropriate, with policies on Anti-Bullying, Behaviour, Child Safeguarding, Examination Procedures, General Data and Protection Regulation (GDPR) previously referred to as Data Protection, Online Safety, and Student Wellbeing.

General Policy

It is the responsibility of the students who will bring mobile/smart phones to school or on school activities off-site to abide by the guidelines outlined in this Policy. Parents should be aware if their child had decided to take a phone to school. The following guidelines should be adhered to:

The School will NOT permit the use of mobile/smart phones as follows:

- In lessons. Phones *should be kept out of sight (i.e., not on desks)* but in student bags and on silent mode or switched off.
- During any school related activity, such as an assembly or concert.
- During Co-curricular activities
- During Afternoon Games
- In exams or tests
- Any other times deemed appropriate when instructed by a member of staff

Mobile/smart phones MAY be used in the following instances:

- During break times
- Where required for an educational purpose when permission has been granted by a member of staff.
- In cases of emergency when permission has been granted by a member of staff
- By Year 7 students in the Senior Students Common Room
- Any other times deemed appropriate when instructed by a member of staff
- During School events such as Talent Night, the Christmas Concert, a theatrical performance, on sports day, etc. the understanding is that no videos or photos that have been taken during the event will be used to bring the School or members of the community into disrepute.

Misuse of electronic devices:

The School has a zero tolerance policy towards the use of any electronic device which aims at bullying or harassing other members of the school community.

Other areas of misuse that will incur sanctions include as outlined in the Behaviour Policy and Code of conduct:

- Cheating – The sending of recorded or photocopied test/exam questions
- The sending of inappropriate material such as explicit or embarrassing photographs
- Making inappropriate calls to other students or members of staff
- The sharing of inappropriate material or websites
- Taking videos or photos with a view to humiliating any member of the School community. This includes uploading videos or photos onto public websites or social media.
- Cyber-bullying (see related Policy of Anti-Bullying).
- Using photos or videos recorded on the device in a way that could bring the name of the school into disrepute.
- Any potential criminal activity

Sanctions:

Sanctions on the misuse of mobile/smart phones by students will include any of those listed below:

- Confiscation of the device
- Detention
- Suspension
- Permanent exclusion if use of the device threatens the wellbeing and safeguarding of students and/or staff

In exceptional circumstances, it may be deemed appropriate for the School to involve the police depending on the misuse of the device.

Confiscation:

If a member of staff deems it appropriate to confiscate a device from a student, the following may apply, at the discretion of the staff member:

- **Confiscation with sanction** - The device may be returned at the end of the lesson and the student given a sanction (a behaviour point and a detention)
- **Confiscation with parent/guardian involvement** - For a second or repeated offence, parents will be asked to collect the phone from the Main Office or Reception at the end of the school day. If the confiscation happens before Period 6, the student will be required to take their phone to the Main Office or Reception, where it will be held until the parent collects it. The student will return to class with a note from the Main Office/Reception indicating that the phone has been received (see appendix I). The note will show the student's name, the date and time. The Main Office or Reception will place it in an envelope with the name of the student and their Form written on top. The parent/guardian, having collected the device, will sign an acknowledging receipt (Appendix II).
- **Confiscation subject to restricted use** - For repeated and unauthorised/inappropriate use of the phone, the student may be banned from bringing a phone to School for a period of time or will have to hand it in to his/her Head of Year at the beginning of the day to be collected at the end of the school day (see second bullet) for a period of time set by the Head of Year. A note will be added on the SIMS register to indicate that the student does not have permission to bring their Mobile phone into school or that the Head of Year is in possession of their device.

Staff use of mobile/smart phones

It is expected that staff will not make use of their phones in lessons and will keep them on silent mode in class except in the following instances:

- An emergency call
- For educational purposes such as a Google search.

Staff should normally not take and/or share photos of any students.

Staff, however, are permitted to take photos of students for promotional purposes/to document events for educational purposes subject to the Data Protection/GDPR policy. Under no other circumstances are staff permitted to take photos of any students. In addition, no photos of any students may be shared or published online if explicit permission has been denied for their child/children by the parent/guardian.

All students and parents will be expected to sign a declaration (see Appendix III)

Disclaimer:

The school accepts no responsibility for loss, theft, damage or health effects relating to mobile phone or other electronic devices in the possession of students or confiscated by staff. The decision for an electronic device being brought into School is entirely at the student's and parent's own risk.



Appendix I

Proof of delivery note:

MOBILE/ SMART PHONE SLIP

Mobile device has been delivered to the Reception/Main office.

Student Class

Date

Time

.....
Reception/Main Office signature

Appendix II

Acknowledgement of receipt

MOBILE DEVICE HAS BEEN COLLECTED.

Student Class

Date

Time

.....
Parent/Guardian signature

Appendix III

Declaration on the use of mobile/smart phones

At The English School, we recognise that electronic devices such as smart phones are an integral part of modern life. At the same time, we also believe that boundaries must be in place for the educational, safeguarding and overall wellbeing of all students.

Parents are requested to discuss this declaration and the attached policy with their child and to then return it to the School via the Form Tutor.

- I will only use my mobile phone in school in line with the current policy
- I understand that I may use my phone as required for an educational purpose when permission has been granted by a member of staff.
- I understand that I may make use of my phone in cases of emergency *when permission has been granted by a member of staff*
- I fully appreciate that although I may make use of my phone, for instance, to take photos during School events such as Talent Night, the Christmas Concert, a theatrical performance, on sports day, etc. I understand that no videos or photos that I have taken during the event will be used to bring the School or members of the community into disrepute.

- I am fully aware that I will incur sanctions in any of the following instances:
 - ✓ Cheating – The sending of recorded or photocopied test/exam questions
 - ✓ The sending of inappropriate material such as explicit or embarrassing photographs
 - ✓ Making inappropriate calls to other students or members of staff
 - ✓ The sharing of inappropriate material or websites
 - ✓ Taking videos or photos with a view to humiliating any member of the School community. This includes uploading videos or photos onto public websites or social media.
 - ✓ Cyber-bullying.
 - ✓ Using photos or videos recorded on the device in a way that could bring the name of the school into disrepute.
 - ✓ Any potential criminal activity

- I understand that rules are in place to protect both me and members of the school community.

Parents and student signatures:

We agree with the School’s policy on Mobile/Smart Phones and
 Student name) of Formagrees with the responsible use of mobile/smart phones at The English school.

Parent signature:.....

Student signature:.....

Date:.....

Online Safety Policy

Purpose:

- To educate young people about safety online issues and appropriate behaviour so that they remain safe and legal online.
- To assist students to develop the necessary skills to allow them to stay safe online
- To keep personal data secure

Benefits of the Internet:

Students can benefit in a range of ways through safe use of the Internet in School. These can include:

- Unlimited access to educational resources from around the world
- Contact with other schools
- Access to experts, organisations etc. that can aid learning
- Interactive learning tools, collaboration both locally and internationally, updates on current affairs
- Access to learning materials
- Access to case studies, videos, interactive media, specialised software that aids learning

Definitions:

When referring to the use of technology to access the world online, this policy refers to emails, websites, instant messaging, chatrooms, social media, smart phones, blogs, podcasts, downloads, virtual learning platforms.

Links to policies:

The Online Safety Policy should be used in relation to, and where appropriate, policies on Child Safeguarding, Anti-bullying, Behaviour, Mobile/Smart Phones, the Code of Conduct, Data Protection, Staff Disciplinary Policy and Procedures.

Roles and Responsibilities:

All staff have a role to play in helping ensure online safety. Ultimate responsibility will lie with the Headmaster and the Board of Management.

Online Safety in the Curriculum:

Some of the issues related to staying safe online are delivered in the lower school curriculum include as follows:

- The dangers of communicating digitally
- Cyberbullying and the use of inappropriate images and words online
- Inappropriate messages and postings and the uses of software filters
- Protecting data, including documents
- Online viruses and protection through anti-virus software
- Personal data and identity theft
- Other strategies for staying safe online
- Awareness of copyright laws and the use of the Internet for project work
- Not responding to junk mail and email filters
- Avoiding financial transactions online without adult supervision

In other year groups in middle and upper school (PSHCE), some of the topic areas include:

- Legal and personal risks in sharing images online
- Managing the risks online
- Your online presence

- Privacy and abuse
- Dangers of social media

Misuse of Technology:

The misuse of ICT equipment in school includes:

- Downloading or installing software on school equipment
- inappropriate communication online with other students and teachers, including the use of offensive language
- Browsing, downloading or forwarding offensive or illegal material
- Using school equipment to bring the school into disrepute or to cause distress to members of the school community
- Not respecting the privacy of others data or work online
- Attempting to bypass school filtering systems or firewalls or hack the server
- Any other action which threatens the safety of any member of the school community

If ICT equipment in school is used inappropriately by students, any of the following sanctions will apply:

- Detention
- Suspension
- Removal of any privileges
- Non-participation in a school event
- Non-participation in an event overseas/representation of the school overseas.
- Depending on the seriousness of the incident, possible permanent exclusion

If ICT equipment in school is used inappropriately by staff, disciplinary procedures may be enforced based on the current Staff Disciplinary Procedures.

Reporting Incidents:

A member of staff or a student may report any misuse of the school's ICT equipment.

A member of staff wishing to report should refer the matter to an Assistant Head of the Senior Assistant Head, having completed the Report Form (See Appendix). If the case involves child protection, the procedures for reporting in the school's Child Safeguarding Policy must be adhered to.

Any student may report a concern to their Head of Year or an assistant Head. The report Form should be completed in this case by the Head of Year or Assistant Head

Appendix I

Declaration on Online Safety

At The English School, Nicosia we understand the importance and benefits of emerging technologies for students' learning and personal development. However, we also recognise that safeguards need to be in place to ensure young people are kept safe at all times. Please could parents read and discuss this policy with their child and *then sign and return it to the relevant Form Tutor.*

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

Parent and Student signatures:

We have discussed this policy and.....(student's name) of Form..... agrees to support the safe use of ICT at the School.

Signatures:

Parent/Guardian Student.....

Date:.....

Appendix II

Online Safety Report Form

To be submitted to an Assistant Head/Senior Assistant Head /HoY

Student name: _____

Form: _____

Date and time of the event/concern/incident: _____ / _____ / _____
Day Month Year

_____ : _____
Time

The Incident:

Describe the nature of the incident or concern:

Any other relevant information (witnesses, context)

Name and position of the person completing this report:

School-based Counselling Service

Students/parents can voluntarily seek counselling in the school if they want to explore, understand and overcome issues in their lives which may be causing them difficulty.

More specifically, counselling can be beneficial at times when experiencing distress and/or confusion, as a result of having to cope with a range of difficulties, such as bullying, bereavement and loss. It can help support students who are facing difficulties within relationships, such as, for example, family relationships or with friends, but also relationships in general. It can also be beneficial in assisting the management of emotions, such as anger and other behavioural concerns.

School-based counselling is delivered by an external, appropriately qualified and trained therapist, on a part-time basis.

Counselling sessions are carried out during school hours, whereby students leave their class to attend 45-minute sessions.

It is important to stress that counselling is only likely to be effective to the extent that the student/parents, *consent* to attendance at counselling sessions.

Our Counsellor is:

Ms Oliva Kyriacou email: counsellor@englishschool.ac.cy

Confidentiality

Counselling takes place in a safe and private room within the school premises.

Ensuring confidentiality* is one of the principles of the therapeutic relationship formed between the counsellor and the student/parents.

Parents' consent is required before accessing counselling unless a student is over 18.

*Confidentiality is breached when there are child protection concerns and concerns regarding the welfare of the student.

Referral Procedure

The school has established a procedure for referrals of students for counselling.

Students meet with the counsellor following an appointment arranged directly through the Head of Year.

Please note that for more serious concerns, the School Counsellor may advise further, regular support by an appropriate professional outside School, given that the school cannot provide long-term psychological interventions



Special Educational Needs and Disabilities (SEND) Policy

Rationale

The English School is committed to Inclusion, ensuring that ALL students are equally valued and have access to all aspects of a broad, balanced and differentiated curriculum.

We believe that every child has unique characteristics, interests, abilities and learning needs. We accommodate the wide diversity of characteristics and needs through an inclusive child centred pedagogy. We encourage and facilitate the participation of parents / guardians, teaching staff and specialists in the setting of appropriate targets for the student's learning and the reviewing of the student's progress. We also ensure that, in the context of systematic change, teacher educational programmes are available within school, for them to be able to identify and address the needs of all students in an inclusive environment.

Definition of Special Educational Needs and Disabilities

In the context of this policy, the term 'special educational needs' refers to all those students whose needs arise from learning differences (sometimes difficulties, disabilities) as well as those students who are gifted and talented. The English School is currently developing provisions for a range of needs, including:

Communication and Interaction – e.g. Autistic Spectrum Disorder, Obsessive Compulsive Disorder, Asperger's Syndrome.

Cognition and Learning – e.g. Dyslexia

Social, Emotional and Mental Health Difficulties – e.g. Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Depression.

Sensory and/or Physical needs – e.g. Visual Impairments, Epilepsy, Diabetes, Tendinitis, Joint Hypermobility Syndrome

Gifted and Talented – The term 'gifted' refers to learners who perform, or who are potentially able to perform, extremely high in one or more subjects in the statutory school curriculum. The term 'talented' refers to learners who excel, or who are potentially able to excel, in one or more specific fields such as Art, Music, Physical Education or performing arts.

Roles and Responsibilities

Key personnel

The English School's Inclusion Coordinator [Special Educational Needs and Disabilities Coordinator (SENDSCO) and Gifted and Talented Coordinator (GATCO)] is Ms. Maria Papagapiou and may be contacted by email maria.papagapiou@englishschool.ac.cy. The designated SEND Line -Manager is Mrs. Anne – Marie Tellalis and may be contacted by email anne-marie.tellalis@englishschool.ac.cy.

The **Board of Management** has a responsibility to:

- Hold the school leadership and the Inclusion Coordinator accountable to the content of this policy and particularly to ensure that all SEND students are given appropriate support for them to make progress in line with their peers.

The **Head Teacher** has a responsibility to:

- Have an overall responsibility for the provision and progress of SEND students;
- Work with the Inclusion Coordinator and SEND Line – Manager to determine the strategic development of the SEND policy and provision in the school;
- Keep the Board of Management informed about the SEND provision made by the school.

The **SEND Line – Manager** has a responsibility to:

- Work with the Inclusion Coordinator and Head Teacher to determine the strategic development of the SEND policy and provision in the school;
- Monitor the quality and effectiveness of SEND provision within the school and update the Head Teacher on this.

The **Inclusion Coordinator** has a responsibility to:

- Oversee the day – to – day operation of the school’s SEND policy;
- Liaise with feeder schools so that support is provided for students as they prepare to transfer;
- Co-ordinate and develop school strategies for the identification of SEND students;
- Collaborate with parents / guardians, teaching staff and outside specialists to set appropriate targets for the student’s learning and the reviewing of the student’s progress;
- Liaise with teaching staff to support transition of SEND students after Year 3, Year 5 and Year 6;
- Liaise with the potential future providers of education to ensure that the SEND student and their parents/ guardians are informed about options and smooth transition is planned;
- Ensure the records of all SEND students are up – to – date;
- Monitor the progress of SEND students through regular classroom observations;
- Implement and monitor the impact of timely and appropriate interventions if SEND students are not making appropriate progress;
- Inform the Head and the SEND Line – Manager of the progress of SEND students and the impact of intervention support;
- Produce a SEND development plan which links to the whole school development plan;
- Contribute to the in – service training of staff to ensure effective classroom support for SEND pupils;
- Advise on the deployment of the school’s delegated budget and other resources to meet student’s needs effectively;
- Review yearly the SEND policy and make necessary amendments approved by the Head Teacher and the SEND Line – Manager;
- Liaise with the school Counsellor, Nurse, Exams Office, Careers Office, Heads of Year, Pastoral Heads and Heads of Department;
- Liaise with external agencies including educational psychology services, health and social services, national services and Ministry of Education;
- Attend local, national and international SEND training;
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment (2023).

Subject teachers have a responsibility to:

- Devise strategies and identify appropriate differentiated methods to enable all students to access the curriculum.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring targets arising from Individualised Education Programs (IEPs) are considered in lessons.
- Monitoring progress of students with SEND.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to Inclusion Coordinator.

Entrance Examination

Parents / guardians are requested to provide reports justifying the needs of the student at the time of registration for the Entrance Examination at The English School.

All requests for extra time or special exam access go to the Inclusion Coordinator who in conjunction with the Exams Office will decide, based on evidence of need, what arrangements need to be put in place for the day of the examination.

Identification

Provision for SEND students is a matter for the whole school. The Board of Management, the Head Teacher, the Inclusion Coordinator, the SEND Line – Manager and all other members of staff, particularly subject specialists have important day – to – day responsibilities in the identification of potential need and in the support for SEND students.

If a student joining The English School already has an identified special educational need, the Inclusion Coordinator uses this information to:

- Identify and manage any potential barriers to learning;
- Identify and focus attention on action to support the pupils within classes;
- Provide clear guidance for all teaching staff of the needs of the student and strategies that should be adopted to support him / her through SIMS.

The English School recognises that SEND can develop at a later stage in a student’s education. The list below may trigger assessment of need:

- Little or no progress, even when teaching approaches are targeted particularly in a student’s identified area of weakness;
- Signs of difficulty in developing literacy or mathematical skills;
- Signs of potential sensory or physical problems;
- Communication and / or interaction difficulties;
- Persistent emotional or behavioural difficulties.

If there are any concerns that a student may have SEND that has been undetected, teaching staff report by emailing the Inclusion Coordinator. It is important that in this email, subject teachers evidence the use and impact of relevant differentiation strategies already attempted by the teacher, and the extent to which the student has been responsive. Examples of such strategies include

- assigned seating
- clarify the three key points of the lesson, teach these, and recap at end
- break up new learning into small steps (chunking)
- put up a list of vocabulary for a particular topic or lesson and teach meanings
- relate new concepts to prior learning and student’s real life experience
- use short simple instructions. Give one at a time and check for understanding. Write down and leave up instructions after saying them
- assess student’s learning in a form other than writing such as oral responses before written, PPT presentation, posters, mind maps, matching exercises etc
- re-teaching / tutoring at break or after school
- extra time or fewer questions on an assessment
- parent communication

Depending on the nature of the report, the following further steps may be required (to be taken by Inclusion Officer):

- further consultation and information gathering from other teachers of the same student
- observation and meeting with the student

- and/or conversation with parents to recommend an external evaluation by a registered Child Educational Psychologist which would then form the basis of a programme of targeted support and goal setting/ review specific to the student's needs.

Parents / guardians may also make referrals on behalf of their children, or students may refer themselves at any stage. Parents / guardians and students are encouraged to contact the Inclusion Coordinator if they have any concerns with regards to a potential SEND need.

Profiles for all SEND pupils are created and shared with teaching staff as soon as possible after SEND pupils start at The English School or after a SEND need is detected. These profile documents are linked on SIMS to the student's confidential files that teachers may view, and they share information on the student's potential barriers to learning and outline the appropriate recommendations to the teacher for the most relevant support strategies for that student. Profiles are reviewed and if necessary amended on a termly basis.

Reviewing provision

The progress of SEND students is internally reviewed termly in close collaboration with Pastoral Teams.

- Information is gathered from a range of sources as appropriate: attendance/behaviour records, lesson observations, observation of students during unstructured time, common assessment, exam / mock exam performance;
- Teaching staff are asked to give feedback on student's progress and areas of concern. They are also asked to give feedback on the impact of strategies in place to support the student.

The above information is scrutinised to assess the progress the student is making and is used to inform the annual review meeting where appropriate.

The annual review meeting involves the student and always seeks the input of the parent / guardian and where appropriate external specialists will be asked to also attend. Student progress and well – being are the focus of the review meeting; strategies in place to support the student are amended or refined as appropriate and additional provision may change.

Supporting students

Times of change can cause great anxiety for SEND students and so we plan for the transition period at different phases to be as smooth as possible. Transition plans depend on the needs of the individual student, but they are developed in conjunction with both the student, their parents / guardians, teaching staff and outside specialists if needed.

Transition Arrangements from feeder schools to The English School:

- Discussions taking place between the feeder schools and The English School for SEND students and the Inclusion Coordinator visits the students and their teachers at school;
- SEND students and their parents / guardians are invited to The English School whilst school is in session and then after school hours to make the transition less stressful.
- Depending on the needs of individual students with SEND further meetings are arranged with the student, parents / guardians and external specialists.

Transition Arrangements from Year 3 to 4, 5 to 6 and 6 to 7:

- SEND students are given advice and support in choosing their IGCSE and AS /A – Level subjects based on their personal strengths and aptitudes. They are informed about the structure of the courses and aspects that may prove challenging. Pre – course visits may be arranged.

Transition Arrangements from Year 7 to adulthood:

- SEND students are guided through their choices on University and gap years. All SEND students are offered an early appointment with the Career Advisor (Ms. Natasa Ashioti) and Universities

Administrator (Ms. Stella Nicolaou) where career guidance support is provided as well as support and advice are given with university application forms and personal statements. The school also liaises with potential future providers of education to ensure that the SEND student and their parents / guardians are informed about options and smooth transition is planned.

Emotional Support

School based counselling services are provided by a qualified and trained counsellor (Ms. Olivia Kyriacou), who in collaboration with the Pastoral Team works for the well – being of the referred students. Students meet with the counsellor following an appointment arranged directly through the Head of Year. Parents' / Guardians consent is required before accessing counselling unless a student is over 18.

Prescription Medication

In the case that a SEND student has been prescribed medication, The English School Nurse (Ms. Despina Giannikouri) needs to be informed through a specialist report stating the prescription. The Nurse will keep a record of this on SIMS.

The Nurse then informs the appropriate teachers of the SEND student on the prescribed medication and briefs them on the effects the medication has on the student and his / her learning.

It is recommended that medication be given at home whenever possible. If a child must take prescription medication during the school day, the following procedures will be followed:

- The school Nurse needs to be provided with a doctor's note stating the prescribed medication and the dosage needed.
- The school Nurse can only accept prescribed medication if they are in – date, labelled, provided in the original container as dispensed by a pharmacist with clear instructions for administration and storage.
- The school Nurse will keep a record of all medicines administered to individual students, stating the amount of the prescription medication held in the school, and how much was administered and when. The school will store the medication in the Nurse's station.
- The school Nurse is the only individual who will have access to the medication and will administer it.
- If a student refuses to take their medication, the school cannot use force. The parents / guardians should be informed so that alternative options can be considered.
- When no longer required, the prescription medication should be returned to the parent / guardian to arrange for safe disposal.

Temporary Disability

Where students sustain injuries, which prevents their movement around the school site, The English School requests a medical note to be provided to the Inclusion Coordinator. To support the injured student the following arrangements are made:

- Room changes are arranged to ensure that the student's registration and lessons are held in accessible rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student's condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

In more serious cases, such as wheelchair user:

- Room changes are arranged to ensure that the student’s registration and lessons are held in accessible rooms on the ground floor.
- Ramps are put in place to allow access to rooms on the ground floor.
- Students can leave lessons early to allow them to avoid congestion at the end of lessons.
- Other, identified, students are delegated to help the injured students move around the site.
- Special arrangements are made for assembly, breaks, Physical Educational Lessons and school trips.
- Members of staff are notified of the student’s condition, changes to normal routine and the name/s of students responsible for helping the injured student.
- Students are instructed to use the elevator in the Science Building.

Examination arrangements: public and internal

The SEND register indicates where specific provision is made so that SEND students are not unfairly discriminated against when undertaking examinations. JCQ’s guidance for access arrangements are followed and documentation is kept on all SEND students to provide a history of need. Modifications such as the awarding of extra time, rest breaks, or other modifications are made according to each student’s need. The arrangements are continuously reviewed.

Complaint and Appeal by parents / guardians

All complaints will be treated seriously and will follow the process outlined in the school complaints procedure that can be accessed. If necessary, the SEND Line – Manager will act to mediate between the parents and the school. Continued failure to resolve concerns will lead to a referral to the Head Teacher (Mr. David Lambon) to access support and advice.

Publication and Review

This policy is included in the school’s welcome pack and added on the school website. The provision of SEND is essential to the community of The English School, and the policy will be reviewed yearly and updated.



De-Registration Process

We trust that your child will be very happy at the school, but if for any reason you need to withdraw your child, for example, your family is relocating, please take the following steps:

1. Notify the Headmaster in writing, preferably with one term's notice: head@englishschool.ac.cy
2. Notify the school accounts office: Argyro.Protopapa@englishschool.ac.cy
3. Please copy your emails to the Assistant Head i/c Admissions and Data: Maria.Rousou@englishschool.ac.cy

It is important to do this so our records are up to date and we are able to readily assist if contacted by yourselves or an educational institution, requesting information on your child in the future. We will also arrange a short meeting with a member of the Senior Management (exit interview) to review your time at The English School.



General Promotion Criteria for Students

(For Academic Year 2020-2021)

The aim of this policy is not to send students away from the School but rather to support them in solving their academic and/or pastoral issues. However, the School will ask students to leave if it becomes evident that they no longer benefit from what the School offers and/or their behaviour is hindering other students' learning. The School uses the following Promotion Criteria when assessing a student's ability to move into a higher class/year:

From Years 1 to 5: A student's promotion to the next class will come into question if the following conditions apply:

- There is an E grade for English Language.
- There are two E grades, or three D grades (or a combination of these) in any subjects.

Promotion issues are discussed at the end-of-year Promotions Meeting composed of relevant staff. Crucial to this discussion will be the Effort Grades obtained, the student's potential for improvement and their discipline record. If serious weaknesses persist, Year 3 is the best opportunity for a student to leave the School and continue with his/her education at another school. Attendance of less than 85% (this is the minimum requirement) and accumulation of more than 30 behaviour points will bring the students promotion into question. Those students achieving D or E grades will be asked to study over the summer break and re-sit their end-of-year exams at the beginning of September.

From Year 5 to 6: A minimum of six (IGCSEs with grades of A*-C (grades 9 to 4) are required which must include English Language and Mathematics. Grade B (grade 6) is preferred in those subjects chosen as options. For Mathematics a grade A (grade 7/8) is required for the normal A level and grade A* (grade 8/9) for the double maths courses coupled to adequate performance in any maths exam taken in Year 5. Obtaining a grade C or lower, in an option subject will require the permission of the Head of Department for a student to continue. The end of Year 5 is another opportunity for students with serious academic weaknesses and/or behavioural problems to leave the School and continue their education elsewhere.

From Year 6 to 7: For a student to be promoted to Year 7 they must achieve a Grade D in at least three of the four AS studied in Year 6. This is the minimum academic requirement for promotion to Year 7. Students failing to achieve these requirements will be asked to repeat Year 6 or leave the School.

Issuing of a Leaving Certificate: Students and their parents should be aware that a Leaving Certificate will only be issued if the graduating student has passed six (IGCSEs with grades A*-C, an AS Level and three A Levels in subjects taken at the School. If a student does not achieve these minimum requirements or chooses to leave at the end of Year 6, he/she will be issued with a Certificate of Attendance showing the qualifications they have gained and the year of graduation.

Together with the academic criteria for all years there is also an attendance criterion in order to qualify for the Leaving Certificate (See separate policy). Poor punctuality, attitude and behaviour will also result in promotion difficulties, particularly if these have affected attainment or the learning of other students. The promotion criteria outlined will be strictly applied since they represent the minimum requirements for the School to build a meaningful academic programme for each student.

Promotion to the Sixth Form (For Academic Year 2020-2021)

Admission to the Sixth Form of the English School is dependent upon satisfactory results at (I)GCSE. The normal minimum requirement for entry to the Sixth Form is SIX passes (grades A* to C or grade 9 to 4) at (I)GCSE in subjects taken at the School. No student will normally be admitted without a (I)GCSE (grades A* to C or grade 9 to 4) in both English Language and Mathematics.

We expect all students admitted to the Sixth Form to pursue a full programme of FOUR AS level courses. Students will normally only be allowed to embark upon an AS Level course if a pass at Grade B (grade 6) or better has been obtained in that subject at (I)GCSE. For mathematics a grade A (grade 7/8) is required for the normal A level and grade A* (grade 8/9) for the double maths courses together with adequate performance in any maths exam taken in Year 5.

Students with fewer than six (I)GCSE passes (grades A* to C or grade 9 to 4) will not under any circumstances be promoted to the Sixth Form.

When establishing the number of (I)GCSE passes of a student, the following rules should be noted:

1. Non-school subjects (such as Accounting) or those studied outside the School will not be accepted. 2. Passes in Modern Greek and Classical Greek will be counted as one pass because they represent the same subject when studied at the School. Additionally the A level in Modern Greek is not included in the six (I)GCSEs required.

Students who do not achieve the minimum entry requirements for the Sixth Form, or for the AS courses they wish to pursue, must either repeat Year 5 or leave the school.

Further to the academic requirements outlined above issues of attendance (see separate policy), attitude and conduct will also be taken into account when promoting a student. Based on the School's records a student may be asked to leave the School for unsatisfactory attendance (less than the minimum of 85%) attitude and / or conduct (more than 30 behaviour points) despite him/her achieving the minimum academic requirements for promotion.

Promotion to the Seventh Form (For Academic Year 2020-2021)

In order to enter the 7th Form and pursue the normal programme a student must normally have secured GRADE D OR BETTER AT AS LEVEL IN A MINIMUM OF THREE SUBJECTS TO BE TAKEN IN YEAR 7.

In the event of a student failing to obtain a pass at Grade D or better in a subject in which her/his MOCK RESULT AND PREDICTED GRADE WERE C OR HIGHER, the Headmaster reserves the right, at his/her absolute discretion and after consultation with Heads of Department and his/her teacher, to allow the student to undertake the A level course and retake the AS exams if necessary.

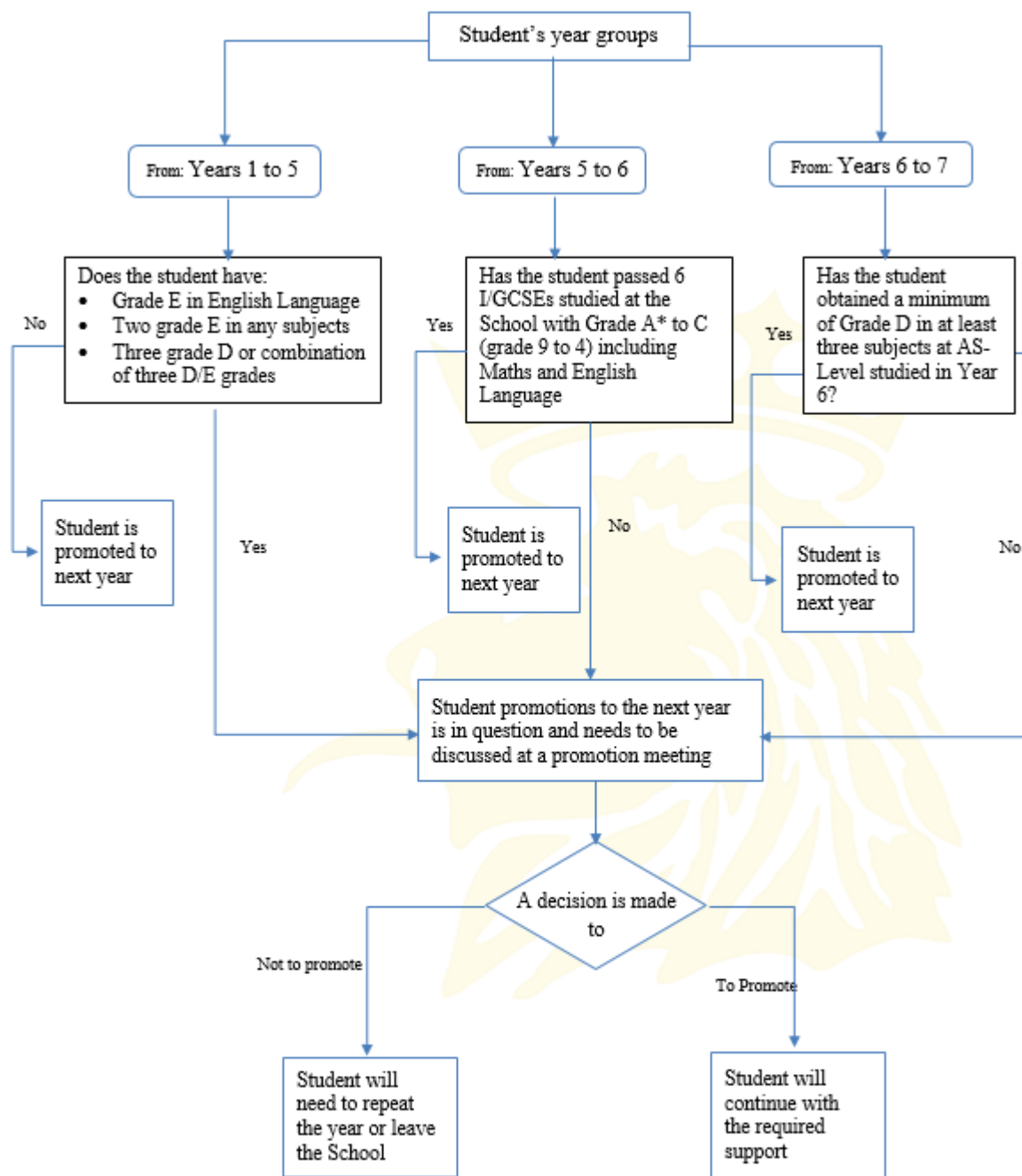
In the event of a student securing fewer than the three AS level passes at grade D required for the study of Year 7 A levels they will either need to repeat Year 6 or leave the School.

Students and their parents should be aware that a Leaving Certificate will only be issued if the graduating student has passed with six (I)GCSEs with grades A* - C (grades 9 to 4), an AS Level and three A Levels in subjects taken at the School. In the event that a student does not achieve these minimum requirements they will be issued with a Certificate of Attendance showing the qualifications they have gained and the year of graduation.

Further to the academic requirements outlined above issues of attendance (see separate policy), attitude and conduct will also be taken into account when promoting a student. Based on the School's records a student may be asked to leave the School for unsatisfactory attendance (less than the minimum of 85%) attitude and / or conduct (more than 30 behaviour points) despite him/her achieving the minimum academic requirements for promotion.

In the event of any dispute as to entitlement, the decision of the Headmaster shall be final.

General Promotion Criteria for Students (For Academic Year 2020-2021)



Note: There are also attendance, attitude and behaviour criteria for promotion to the next year group. See policy for details. Students in Year 1-4 obtaining D or E grade will be asked to re-sit their end-of-year exams in September

Policy regarding Private Lessons

The School evaluates and modifies its curriculum on a regular basis to ensure that it meets the needs of the students. Excellent examination results and entry of students to top class universities shows that the main principles of the curriculum breadth; balance; and progression are being met. For these reasons the School strongly discourages students from taking private lessons because they are usually unnecessary and ultimately do not enhance a student's prospects for gaining university admission.

Students should only consider taking private lessons for the following reasons:

- When a school based subject cannot be taken because a set has not been formed due to low demand or time tabling restrictions.
- For remedial work on the advice of the student's teacher / Head of Department.
- To enrich the student's educational experience without interfering with their school based subjects or programme.

Attendance at School and any other school exams / activities will always take priority over private lessons or externally taken subjects. This implies that the curriculum requirements of the School cannot be changed to meet the needs of private tuition.

The School will not be including subjects studied outside the School (completely or parts e.g. Maths units) on the School Leaving Certificate.

In the event that students take private lessons or subjects outside the School without the School's knowledge, the School could take the following actions:

- Record the fact that they have taken private lessons without the Schools knowledge in their personal file.
- Comment on the fact that they have not followed school procedures when taking private lessons in any references the school writes.
- Not enter the students for examinations for subjects / units taken through private lessons which the school has had no knowledge of.

The policy is intended to protect students from overloading their academic programme at the expense of wider reading and activities which help develop their emotional intelligence. Such wider reading and engagement in extracurricular activities are also important for university entry. Furthermore, by keeping a record of the students taking private lessons the school can monitor this complex area of the school's work and take any appropriate action.

Those students wanting to take private lessons should fill in the online form which can be found [here](#) or copy this link into their browser:

<https://forms.office.com/Pages/ResponsePage.aspx?id=NDDJMYASSk6bxgMrx7rMvHwODlsxdGdGo5mjMAaG4xZUQTNRWjFaUzg3Wk1KMUtDQUpGRTFMM0E1WS4u>

If the School disapproves of the application, a meeting/communication will take place with the parent/student to discuss and clarify the matter.

Complaints Policy - Procedure for parents and guardians

Introduction

The English School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a concern or complaint, they can expect it to be treated by the school following this procedure. The number of formal complaints can be obtained from the Headmaster's secretary.

Stage 1 - Informal Resolution

It is hoped that most complaints and concerns will be resolved quickly and informally.

If parents have a complaint or concern, they should typically contact their child's Form Tutor who will inform their Head of Year. In many cases, the matter will be resolved immediately by this means to the parents' satisfaction. If the issue is academic, the Head of Year will likely discuss it with, or refer the matter to, the relevant Head of Department. If the Head of Year cannot resolve the issue alone, it may be necessary for them to consult a more senior colleague.

The Head of Year will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 5 working days, or if the Head of Year and the parent fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint following Stage 2 of this procedure, if they wish to do so.

Parents may express their concerns to a designated representative of The English School Parents Association (ESPA). ESPA will then bring the concern to the appropriate Head of Year, or Senior Management if multiple concerns have been received or the concern is a non-year group-specific issue.

Board members should not be approached regarding any concern or complaint as this may hinder their objectivity, if required, in stage 3 of the process. Our Board will politely guide you to the correct channel, or staff who can provide advice. Advice may be sought from the Secretary to the Board, Headmaster's PA, SMT Secretary, Reception or ESPA.

Stage 2 - Formal Resolution

If the complaint cannot be resolved on an informal basis or is deemed to be sufficiently serious, then the parents should put their complaint in writing to the Headmaster. The Headmaster will decide, after considering the complaint, upon the appropriate course of action to take.

In most cases, the Headmaster or a member of the Senior Management Team will speak to the parents concerned within 5 working days of receiving the complaint to discuss the matter. If possible, a resolution will be reached at this stage. It may be necessary for the Headmaster (or his Deputy or an Assistant Head) to carry out further investigations.

The Headmaster will keep written records of all meetings and interviews held about the complaint. Once he is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made, and parents will be informed of this decision in writing.

If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

Stage 3 - Panel Hearing

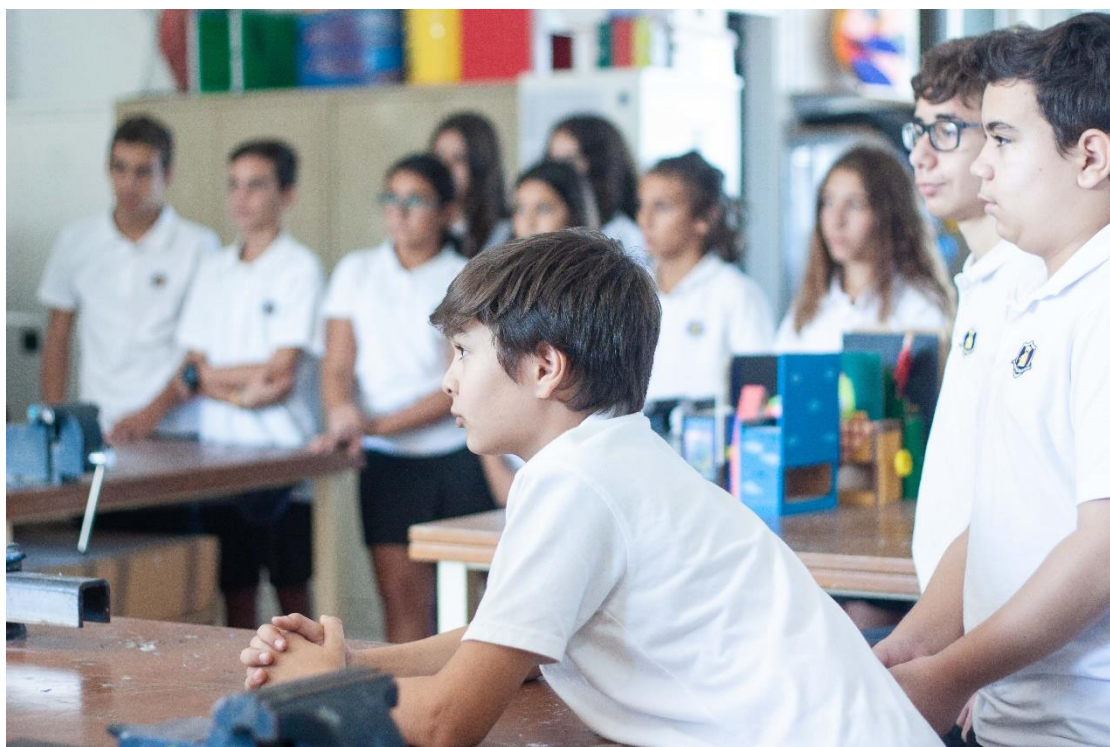
If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they should write to the Secretary of the Board of Management (board@englishschool.ac.cy), who will refer the matter to the Chairman of the Board who has the discretion to determine if the matter does not warrant further consideration and close the process at this point, or feels that it does warrant further consideration and the matter will then be referred to the Complaints Panel.

The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Chairman of the Board, on behalf of the Panel, who will then acknowledge the complaint and schedule a hearing to take place as soon as practicable, and normally within 10 working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.

The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within 5 days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final.



The English School Performing Arts Department and Activities

You are joining a long tradition of students who have come to the school and who have enjoyed music, drama, taken instrumental lessons, sung in the choir and performed in plays and musicals. There are many opportunities to become involved - the only thing missing is YOU!

To give you a brief taste of our activities, the school year 2019-2020 included our annual Talent Night performance at Strovolos Theatre, a joint Musical Vibes / Unite concert with other schools, a trip for Music and Drama students to London an Arts Week with the theme '50s is the word!' and an amazing production of the musical 'Grease'.

Next school year looks just as exciting. We are planning activities, workshops and performances for all year groups and all ensembles, including a trip at the end of the academic year.

We strongly recommend that you come and visit us in our music suite, situated just behind the Hall, and talk to us about how you can get involved. Whatever you decide to take part in, we plan to make your experience as rewarding and enjoyable as possible.

Here are some of the things available to you on joining the school:

Instrumental Lessons

We offer paid instrumental lessons in all instruments, including classical and jazz piano, electric and classical guitar, bass guitar, drums and voice. For more information on this programme and how to register, please click [here](#).

For the year 2020 – 2021 there will be a few orchestral scholarships available – more details will be available at the beginning of the school year. Scholarships comprise the loan of the instrument and one 30 minute lesson per week. Please note that currently, scholarships are limited to the orchestral instruments only.

Lessons in Music Theory

We also offer lessons in small groups for music theory:

- o Grade 5 (no previous knowledge required) – 8 month course
- o Grade 6 (a pass in Grade 5 is required) – 1 year course
- o Grade 7 & 8 (a pass in Grade 6 is required) – 1 – 2 year course

The day and cost of these lessons depends on the students involved. Click [here](#) for further details.

Performing Arts Clubs:

Choir

Do you like to sing? Perhaps you enjoy singing but not on your own? Or maybe, you weren't in the choir at your Primary School but you want to try something different? If so, the choir is for you!

The Junior Choir is open to all students in years 1 – 4. Rehearsals are as follows:

Thursdays	2:10 – 3:30	Girls
Fridays	2:10 – 3:00	Boys

Nearer the time of performance extra joint rehearsals are arranged.

We encourage students to take part in the choir and experience the joy of group singing in a large enthusiastic group! We work on the basics of good singing through a variety of musical styles. Extra care is taken of the boys' changing voices at this crucial stage in their development. This is a fun, high energy group with lots of public appearances planned throughout the year.

Drama Club

Junior Drama club meets once a week and is open to all students in years 1 – 3.

The drama club brings the joy and power of drama to students through structured performances. You will have the chance to experience the excitement and rewards of theatre arts while developing poise, social skills, confidence and the ability to work with others.

At the end of year 3 you will have the chance to choose Drama GCSE.

Talent Night

Dancing, singing, playing in a band, acting - Talent Night is one of the most popular events of the school year. The feeling of performing alongside your friends in a professional theatre to a big audience is priceless. You also learn team-work, discipline and commitment, having fun along the way.

Auditions are open to all students – but please note that the standard is very high so start practicing now! We are available to advise, help and guide you – come and talk to us.

Students are invited to visit us in the music room at break time to discuss any of the activities. Notices are also posted on the school website. <http://www.englishschool.ac.cy/> Please do not hesitate to call (22 799342) or

Email: music@englishschool.ac.cy for any further details regarding all activities.

Anna Tellalis	Assistant Head / Extra Curricular Activities, Music Department
Monica Theodotou	Instrumental Programme co-ordinator / Extra-Curricular Music / KS 4 and 5 Music
Athena Agrotis	Drama Teacher
Leonie Hadjithomas	Music Teacher KS 3

Instrumental staff:

- Eleana Andreou - Double Bass
- Ronja Burve - Voice
- Evaggelos Christodoulou - Bassoon
- Konstantinos Efraimides - Clarinet / Saxophone
- Iro Michael – Clarinet
- Achilleas Tomasides - Saxophone
- Renos Efstathiou - Classical Guitar
- Gareth Griffiths - Trumpet
- Nikos Koukouvinos – Trombone
- Clio Papadia – Piano
- Costas Pavlides – Piano
- Andreas Panteli – Jazz Piano
- Leonie Hadjithoma - Piano
- Nicholas Papageorgiou - Violin / Viola
- Annita Skoutella - French Horn
- Marios Spyrou - Drums
- Monica Theodotou – Oboe/ Theory
- Odysseas Toumazou - Electric Guitar
- Diamanto Yiassemides - Flute
- Robert Grod – Cello

To find out more about our instrumental teachers please visit our website.

Lastly – it's mostly up to you to get involved. Many students form bands, organize events, help with plays and festivals. Come and talk to us - we will help you.



Physical Education – Afternoon Games

Afternoon Games is one of the long-standing traditions of the English School aiming to provide further sporting opportunities to our students within our House system. They participate in a variety of sports activities with younger and older boys and girls, under the guidance of their Head of House. Students are exposed to a wide range of sports and are supervised by the members of the PE Department and our Specialist Afternoon Games Coaches. They have the opportunity to participate competitively in school sport when they are selected to represent their House and they also have the chance to develop into leaders, captaining their peers. Those who prefer a more relaxed, social and fun approach to sport, may participate in non-competitive physical recreation activities, through which they can strengthen their friendships and improve their fitness.

Afternoon Games Activities

We have continued to develop and enrich the programme of activities that we offer to our students, working with a number of specialist coaches. Following feedback from students, we decided to maintain the activities that were introduced in past years, such as Martial Arts/Self-Defence, Dance, Yoga, Handball and various Fitness Classes. Of course, we will also continue to provide the “tried and tested” options of Basketball, Volleyball, Table Tennis, Badminton, Football, Softball, Athletics, Futsal, Hockey and Tennis.

Our aim is to continuously monitor the activities that we provide to ensure that a wide variety of quality sports opportunities are made available to our students. We would be happy to receive feedback from any student/parent on any aspect of the PE Department Afternoon Activities programme.

Afternoon Games Days and Times

Afternoon Games is a compulsory part of the school curriculum and all students in years 1-6 are expected to attend on the relevant days and times.

- Junior Boys Games: Thursday 2:10-3:30 p.m.
- Senior Boys Games: Monday 2:10-3:30 p.m.
- Junior Girls Games: Friday: 2:10-3:30 p.m.
- Senior Girls Games: Tuesday: 2:10-3:30 p.m.

Students leaving the School site whilst waiting for Afternoon Games:

Some students leave the School site in the time between the end of morning lessons and 2.10 p.m. when Afternoon Games begin. There are issues of safety involved but the School cannot prevent students leaving after the final bell for morning lessons nor can the School accept any responsibility for anything that may happen whilst students are off-site. There is no direct supervision of students during this time at School but there are always teachers around or other responsible adults who can help if the need arises. The School advises that students stay on the School site during this time for their own safety, since they have the option of using the School Canteen to buy food and drinks.

Changing Rooms and Personal Belongings

Students should use the changing rooms to change into their PE uniforms for their sports lessons and Afternoon Games. A number of lockers are provided in the changing room corridor, where students can secure their valuables, using a small padlock of their own (preferably a combination lock). Following requests from students, we have decided to allow those who wish, to take their school and/or sports bags with them to the facility that they will be using for Afternoon Games, so that they can better monitor their own belongings.

Given that about 250 students will be participating in Afternoon Games each time, then everyone should take special care to look after their own belongings and valuables. The PE Department takes no responsibility for valuables that are not secured in the lockers.

Advice to Students

Students are encouraged to use sunscreen and a hat to protect themselves from the sun during Afternoon Games. Also, it is good practice for everyone to have a water bottle with them, especially during the hotter months of the year, as well as an extra T-shirt to change into at the end of their activity.

Absence from Afternoon Games

Afternoon Games is part of the school programme of students in years 1-6 and attendance is expected, as for all other parts of the curriculum. Students/Parents need to inform the School well **in advance** of any planned absences from Afternoon Games, to ensure the safety of our students. Please note that the same established procedures for leaving school early also apply to Afternoon Games:

- If a student needs to leave school early, which involves them not attending Afternoon Games, then they need to arrange, in the normal procedure, through the Main Office.
- If a student needs to leave school early because they are not feeling well, then they need to make arrangements with the School Nurse, preferably during one of the breaks. Please note that she will be based in the Sports Centre PE Office during Afternoon Games.
- Any other means of attempting to inform the School about absences from Afternoon Games (notes through other students to the PE Department/Heads of House) will not be accepted.
- If a student is absent from Afternoon Games and no arrangements were made with the Main Office nor with the School Nurse **in advance**, then they will receive an “unjustified absence”. The consequence for an unjustified absence or truancy is detention together with 3 behaviour points issued to the student, in line with school policy. If a valid excuse is presented to the School after the student was absent from Afternoon Games, then the detention will be removed and 2 behaviour points will be issued for not making the required arrangements (for the student to be absent from Afternoon Games) **in advance**.

Medically Excused Students

Students who cannot participate in physical activity and have presented a valid medical certificate to the School Nurse, will be offered a non-physical option for Afternoon Games. Therefore, they will still be able and expected to participate in this part of the school programme under the supervision of one of our members of staff.

Cancellation of Afternoon Games due to the weather

A decision will be made as to whether Afternoon Games need to be cancelled due to weather conditions by 2nd break, so that students can inform their parents and make arrangements to leave school earlier.

School Team Practices and Sports Clubs Training Sessions

The PE Department offers a wide range of School Teams/Sports Clubs this year in a variety of sports, for all ages of the school: Basketball, Volleyball, Football, Athletics, Hockey, Cross-Country, Tennis, Table-Tennis, Handball, Choreography and Futsal. Furthermore, we will provide opportunities to our students to represent the School in other sports such as Biathlon, Badminton and Swimming.

Our school teams train regularly and participate in the Ministry of Education Competitions, as well as in a number of tournaments that are organised mostly by the Nicosia Private Schools. In recent years, our school teams had numerous successes in many sports, both in the Ministry of Education as well as in other Nicosia and Pancyprian Competitions.

Further details on the timing and venue of School Team Practices and Sports Club Training Sessions are available on the PE Department's website.

Sports Uniform Supplier

Supplier: CLASSMATES

The shop is located at 14 Photi Pitta

1065 Nicosia - (same road as EAC Central Offices. Parallel to Stassikratous street)

Contact information:

Tel: 22761080

Fax: 22765192

Email: drousko@drousko.com

NB: All items are badged with The English School colours and logos, so that we achieve uniformity of colour and fabric. No items of uniform from other suppliers will be acceptable apart from the shoes/trainers.

Sports uniform

- 1. The Nike School House shirt**
- 2. The Nike blue School shorts or black stretch shorts (for girls only)**
- 3. The blue School tracksuit**
- 4. Any good quality trainers (clean indoor shoes are required for the Sports Centre)**



Staff Lists

Senior Leadership Team

Name	Areas of responsibility
<p>Mr David Lambon David.Lambon@englishschool.ac.cy head@englishschool.ac.cy</p>	<p>Headmaster</p> <ol style="list-style-type: none"> 1. Oversight of the School Development Plan. 2. Management of UCAS/University entrance programme/Careers. 3. Health and Safety across the School Site (in conjunction with GEO). 4. Line Management of 8 Departments: <ul style="list-style-type: none"> • MATHEMATICS • PHYSICS • BIOLOGY • ENGLISH • HISTORY • MUSIC • PE • DESIGN & TECHNOLOGY
<p>Mr Yiannis Georgiou Yiannis.Georgiou@englishschool.ac.cy</p>	<p>Senior Assistant Head - Pastoral</p> <ol style="list-style-type: none"> 1. Pastoral planning and development across the school with specific responsibility for years 6 and 7 (to include American university entrance). 2. Pupil discipline and conduct. 3. Management and development of the English Institute 4. Oversight of Health & Safety (in conjunction with DL) and staff wellbeing. 5. Designated Safeguarding Lead. 6. Line Manager of agreed areas and Departments.
<p>Ms Ursula Pantelides Ursula.Pantelides@englishschool.ac.cy</p>	<p>Senior Assistant Head - Curriculum</p> <ol style="list-style-type: none"> 1. Curriculum planning and development (Chair of Curriculum/Academic committee). 2. Options, timetabling and staff deployment. 3. Management of Staff Development and appraisal. 4. Entrance Examination, school marketing and admissions. 5. Line Management of agreed Departments.
<p>Ms Popi Grouta Popi.Grouta@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Co-ordination of teaching and learning and assessment: <ol style="list-style-type: none"> a) Review and consistent implementation across all departments of relevant policies from teaching and learning to work scrutiny to effective use of data for departmental targets b) Appropriate monitoring of student feedback c) Development of T+L group. 2. Management of educational visits (to include appropriate Risk Assessment). 3. Line Management of: <ul style="list-style-type: none"> • Lower School Science: • Modern Language

	<ul style="list-style-type: none"> • Geography
<p>Ms Anne-Marie Tellalis Anne-Marie.Tellalis@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Pastoral Care of Years 4 and 5: development of high quality PSHCE programme (includes pupil mentoring, appropriate staff development to support pastoral structure and ongoing monitoring of all aspects of pupil performance). 2. SEN/G&T coordinator-use of data from: a. Entrance Examination, b. MidYis/Yellis, c. Classroom assessment, d. External exams. 3. Development and quality assurance of extra-curricular/co-curricular activities – use of feedback from staff, pupils and parents to include regular review to ensure pupils from all interest groups have full opportunity to develop. 4. School council and effective use of Student Voice (4 & 5). Development and review of anti-bullying policy and practice (Y4 & 5). 5. Graduation Ceremony <p>Line Management of 1 Department: * ART & DESIGN– Pastoral Care Years 4-5, SEN/Gifted and talented coordinator, Extra-curricular activities</p>
<p>Ms Elena Ignatiou Elena.Ignatiou@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Pastoral care of Years 1 to 3: development of high quality PSHCE programme which builds from pupil induction to GCSE Choices (includes pupil mentoring, appropriate staff development to support pastoral structure and monitoring of all aspects of pupil performance). 2. Development of IT to support teaching and learning (pupil performance and communication with parents – to include further development of portal /VLE or other appropriate mechanism). 3. School council and effective use of Student Voice (Y1-3). Development and review of anti-bullying policy and practice (Y1-3). 4. Line Management of 1 Department: * INFORMATION COMPUTER TECHNOLOGY (ICT)
<p>Ms Maria Rousou Maria.Rousou@englishschool.ac.cy</p>	<p>Assistant Head</p> <ol style="list-style-type: none"> 1. Public and internal Examinations and all associated administrations. 2. Management and development of SIMS (or any future MIS) to assist with academic and pastoral needs. 3. Founder’s Day activities. 4. Line Management of agreed Departments.

Teaching Staff

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Computing Studies Department			
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Economics and Business Department			
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English Department			

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Global Perspectives Department			
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Ms Monica Theodotou	MTH	Teacher in Charge (KS4-5)	Monica.Theodotou@englishschool.ac.cy
Instrumentalists			
Ms Monica Theodotou		Oboe	
Ms Diamando Yiassemides		Flute	
Ms Eleana Andreou		Double Bass	
Ms Annita Skoutella		French horn/Trombone	
Mr Nikolas Papageorgiou		Violin/Viola	
Mr Evaggelos Christodoulou		Bassoon	
Mr Gareth Griffins		Trumpet / Trombone	
Mr Odysseas Toumazou		Electric Guitar	
Mr Renos Efstathiou		Classical Guitar	
Ms Ronja Burve		Voice	
Mr Marios Spyrou		Drums	
Ms Leonie Hadjithoma		Piano	
Mr Doros Zesimos		Cello	
Physical Education Department			
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Physics Department			
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Religious Instruction and Religious Education Department			
Bishop Chrysostomos	FCH		Chrysostomos.Father@englishschool.ac.cy
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Turkish Department			
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Support Staff:

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Administration			
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Career/Library Department			
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Student Wellbeing			
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The Duke of Edinburgh's International Award			
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Security Guard			
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Mr Savvas Charalambous		Worker	
Mr Kyriacos Spyrou		Worker	
Mr Loizos Loizou		Groundsman	
Ms Maria Andreou		Cleaner	
Ms Darina Antonova		Cleaner	
Ms Georgia Kyriacou		Cleaner	
Ms Theodora Kyriacou		Cleaner	
Ms Athinoula Petridou		Cleaner	
Ms Athinoula Roti		Cleaner	

School Information

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