



**THE BRITISH  
SCHOOL OF  
KUWAIT**

**Student Handbook**  
*Middle Phase*  
2020-21



# The British School of Kuwait

## Kuwait's Premier School

### The History of the School

The British School of Kuwait (BSK) traces its origins to 1978 when Mme Vera and Mr. Sadiq Al-Mutawa established a small kindergarten which became known as The Sunshine School. Steady growth took place through the 1980s and, having recovered from the ravages of the 1990 invasion of Kuwait, by 1992 the School accommodated 550 Kindergarten and Primary age students. The decision having been made to serve the community at both Primary and Secondary levels, a move to the present site in Salwa took place and in September 1993, newly renamed, The British School of Kuwait opened to 900 students.

Currently, BSK provides a quality education from Reception to Year 13. These students come from more than 70 countries and follow the National Curriculum of England through to GCSE, IGCSE, AS and A Level qualifications. The school provides a structured, caring and happy environment for learning with excellent resourcing and a qualified, highly-trained and well-motivated staff.

In 2017, BSK joined the Nord Anglia Education family of schools and now forges links with students across the world in a global campus.

### The School Crest

The crest of The British School of Kuwait incorporates several aspects of the school's history. The bold sunrise symbolises our students' potential, setting out on their lives of achievement.



The sun also reminds us of the original Sunshine School and its climb to success. The sun is seen rising over blue water with its strong reference to Kuwait where the sun breaks daily over the Gulf on the eastern horizon. Finally, the crest is adorned with branches of laurel, a traditional accolade, in this setting celebrating academic and cultural achievement.

## LEADERSHIP TEAM

Initials	Name	Role	Ext.
NIS	Mr Nicholas Smith	Secondary Head Teacher HT	5134
SOG	Miss Sophie Gore	Academic Assistant Head Teacher AHT (A)	1220
SOA	Miss Sophie Ali	Pastoral Assistant Head Teacher AHT (P)	1205
EMG	Miss Emma Greaves	Assistant Phase Coordinator APC	1203

## SCHOOL DETAILS

Physical address	Salwa Area 1, Street 1, Building 214	Postal address	PO Box 26922 Safat 13130
Telephone	(+965) 1 830 456	Royal Scot	4520
School Clinic	3106	Transport Office	5204
BSK website	<a href="http://www.bsk.edu.kw">www.bsk.edu.kw</a>	BSK Facebook	Britannians
BSK Instagram	<a href="https://www.instagram.com/bsk_kw">bsk_kw</a>	VLE page	<a href="http://moodle.bsk.edu.kw">moodle.bsk.edu.kw</a>
Global Campus Website	<a href="http://globalcampus.nae.school">globalcampus.nae.school</a>		

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**Please note that policies, procedures and regulations may change without notice. The most recent versions are always on the BSK website: [www.bsk.edu.kw](http://www.bsk.edu.kw)**

## STUDENT CHARTER

- I will arrive on time to school and to each lesson.
- I will incorporate the core values of Resilience, Respect, Honesty, Empathy and Courage into my school routine and life.
- I will trust my teachers and follow their instructions carefully.
- I will take pride in my uniform, appearance and environment.
- I will do my very best work in all my lessons.
- I will use my planner and complete my homework on time.

If I ever fail to meet these standards, I will accept the sanction, think about how I can do better next time and re-commit to this charter.



# STAFF EMAIL ADDRESSES

To email any member of staff, simply use their three letter initials at the BSK domain.

For example: soa@bsk.edu.kw is the email address for Miss Sophie Ali.

Students should always include their full name, tutor group and admission number in any email to a member of staff.

## TEACHERS

### ARABIC TEAM

Mr Ahmed Al-Adawi	AMA	Arabic Coordinator (SCC)
Mr Adnan Fares	ADF	Arabic Teacher
Mr Ahmad Farraj	AHF	Arabic Teacher
Miss Asma'a Shalabi	ASB	Arabic Teacher
Mr Fadi Al-Kurdi	FDA	Arabic Teacher
Mr Hamad Alawid	HAA	Arabic Teacher
Miss Jehan Al-Sherif	JEA	Arabic Teacher
Mr Mahmoud Al-Sisi	MAA	Arabic Teacher
Mr Mahmoud Refaat	MAR	Arabic Teacher

### ART AND DESIGN TEAM

Mr Jon King	JOK	Art Coordinator (SCC)
Mr Andras Kovacs	ADK	Art and Ceramics Teacher
Miss Ellice Gardiner	ECG	Art and Ceramics Teacher
Mr Hywel Jones	HYJ	Art and Ceramics Teacher
Mr Sebastian Gray	SBG	Art and Ceramics Teacher
Miss Sally Palmer	SLP	Art and Ceramics Teacher
Miss Dana Rae	DAR	Art Assistant

### COMPUTING TEAM

Mr James Henderson	JAH	Computing Coordinator (SCC)
Mr Ahmad Janoudi	AHJ	Computing Teacher
Mr Eric Tang	ERT	Computing and Social Studies Teacher
Miss Hilary Fitzjohn	HIF	Computing Teacher

# TEACHERS

## DRAMA TEAM

Miss Annmarie Rofail-McCall	ARM	Drama Coordinator (SCC)
Miss Denise Eleto	DEE	Drama and Critical Thinking Teacher
Miss Ema-Jayne Jones	EJJ	Drama Teacher

## ENGLISH TEAM

Miss Sue McGee	SEM	Middle Phase English Coordinator (SCC)
Mr Andrew Brennan	ADB	English Teacher
Miss Anne Henderson	AEH	English and Social Studies Teacher
Miss Charlotte Cropper	CRC	English Teacher
Miss Emily Beaton	EIB	English Teacher
Miss Emma Wray	EEW	English Teacher
Mr Ivan McLaughlin	IVM	English Teacher
Miss Jasmine Simmons	JSS	English Teacher
Miss Jodie Carney	JOC	English Teacher
Mr Mark Rogers	MRR	English Teacher
Miss Rebecca Fauvel	REF	English Teacher
Mr Ryan Husher	RYH	English Teacher
Miss Sinead Noone	SNN	English and Critical Thinking Teacher
Mr Joseph Lumber	WIL	English Teacher

## GEOGRAPHY TEAM

Mr Paul Kemp	PAK	Geography Coordinator (SCC)
Mr Bradley Thomas	BRT	Geography, History and Social Studies Teacher
Miss Catherine Nolan	CAN	Geography Teacher
Mr Esmond Howes	ESH	Geography and Social Studies Teacher
Miss Rachel Murphy	RCM	Geography and Social Studies Teacher

## HISTORY TEAM

Mr Ian Masters	IAM	History Coordinator (SCC)
Mr Ashley Pollard	AHP	History Teacher, Social Studies Teacher
Miss Charlotte Gaffey	CAG	History Teacher, Social Studies Coordinator (SCC)
Miss Sarah Lilley	SAL	History Teacher, Social Studies Teacher

# TEACHERS

## ISLAMIC STUDIES TEAM

Mr Waleed Al-Abboud	WAA	Islamic Studies Coordinator (SCC)
Miss Hana' Hamdan	HNH	Assistant Islamic Studies Coordinator (ASCC)
Miss Hala Al-Dibs	HLA	Islamic Studies Teacher
Mr Hussein Al-Hamad	HUA	Islamic Studies Teacher
Mr Manaf Al Khairat	MFA	Islamic Studies Teacher
Mr Mousa Natoush	MON	Islamic Studies Teacher
Dr Samer Swadat	SAS	Islamic Studies Teacher

## MATHEMATICS TEAM

Mr Paul Blackledge	PAB	Middle Phase Mathematics Coordinator (SCC) and Social Studies Teacher
Mr Alistair Rae	ALR	Mathematics Teacher
Miss Claudia Cristaldi	CAC	Mathematics Teacher
Mr Conrad Phillips	COP	Mathematics Teacher
Mr Dennis Cella	DEC	Mathematics Teacher
Mr Gareth Roberts	GAR	Mathematics, Critical Thinking and Social Studies Teacher
Mr John Goldie	JHG	Mathematics and Critical Thinking Teacher
Mr Joel Darko	JOD	Mathematics Teacher
Miss Kirsty Ashton	KIA	Mathematics Teacher
Mr Kosa David	KSD	Mathematics Teacher
Mr Nigel Wildgust	NIW	Mathematics Teacher
Mr Ravichandra Mavooru	RVM	Mathematics Teacher
Mr Ryan Chandler	RYC	Mathematics Teacher
Mr Ryan Dreyer	RYD	Mathematics Teacher
Mr Umair Attique	UMA	Mathematics Teacher

# TEACHERS

## MUSIC TEAM

Miss Emily Jeffcott	EMJ	Music Teacher and Director of Performance Music
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## PHYSICAL EDUCATION TEAM

Mr Georgi Knjazev	GEK	Subject Coordinator
Mr Adam Martin	ADM	Physical Education Teacher
Mr Ashley Trodden	AST	Physical Education Teacher
Mr Chinua Troupe	CHT	Physical Education Teacher
Miss Elli Keatch	ELK	Physical Education Teacher
Miss Katie Phillips	KAP	Physical Education Teacher
Miss Lauren Lefebvre	LRL	Physical Education Teacher
Miss Lucy Ferris	LUF	Physical Education Teacher
Mr Madalin Turuica	MDT	Physical Education Teacher
Miss Megan Caldwell	MEC	Physical Education Teacher
Mr Ray Lane	RAL	Physical Education Teacher

## MODERN FOREIGN LANGUAGES TEAM

Miss Jennie Russell	JNR	Modern Foreign Languages Coordinator (SCC)
Miss Linda Ward	LIW	German Coordinator (ASCC)
Miss Deborah Kremer	DBK	French Teacher
Miss Léa Lenclud	LEL	French Teacher
Mr Peter Martin	PJM	French and German Teacher
Miss Sara De Angelis	SDA	French and Social Studies Teacher

# TEACHERS

SCIENCE TEAM		
Mr Adam Forrest	AAF	Middle Phase Science Coordinator (SCC)
Miss Amy Reynolds	AYR	Assistant Middle Phase Science Coordinator (ASCC)
Dr David Williams	DAW	Science Teacher
Miss Emma Wood	EMW	Science Teacher
Mr Gregory Cook	GEC	Science Teacher
Mr James Hancock	JMH	Science Teacher
Mr John Sharp	JNS	Science Teacher
Mr Joshua Lewis	JSL	Science Teacher
Mr Keith Turner	KET	Science Teacher
Mr Max O'Connor	MAO	Science Teacher
Dr Neil Higginson	NEH	Science Teacher
Mr Paul Bramson	PLB	Science Teacher
Mr Peter Halpin	PEH	Science Teacher
Mr Pankaj Chaurasia	PNC	Science Teacher
Miss Renée Richards	RER	Science Teacher, F1 in Schools STEM Challenge Coordinator
Miss Theresa Agbo	TEA	Science Teacher

DESIGN AND TECHNOLOGY		
Miss Sophie Rees	SOR	Design and Technology Coordinator (SCC)
Miss Heather Busby	HEB	Design and Technology Teacher

## CLASS TUTORS

Your tutor is your first point of contact for any issues or concerns you may have. It is important that you and your tutor establish a good relationship.

Your tutor will run a variety of different activities which link to the core values and your personal, social and mental growth.

Your tutor will ensure that you maintain high standards by checking you have all your required equipment and that your uniform is correct.

Each morning your tutor will relay important notices and distribute letters.

<b>Tutor Group</b>	<b>Class Tutor</b>	<b>Initials</b>
6.1	Miss Emma Wray	EEW
6.2	Miss Charlotte Cropper	CRC
6.3	Miss Sinead Noone	SNN
6.4	Miss Emily Beaton	EIB
6.5	Miss Anne Henderson	AEH
6.6	Miss Jodie Carney	JOC
6.7	Mr Mark Rogers	MRR
6.8	Miss Rebecca Fauvel	REF
6.9	Mr Ryan Husher	RYH
6.10	Miss Jasmine Simmons	JSS
6.11	Mr Joseph Lumber	WIL
7.1	Mr Timothy Whybrow	TIW
7.2	Mr Peter Halpin	PEH
7.3	Mr Ashley Pollard	AEH
7.4	Miss Charlotte Gaffey	CAG
7.5	Mr Pankaj Chaurasia	PNC
7.6	Miss Amy Reynolds	AYR
7.7	Miss Ellice Gardiner	ECG
7.8	Miss Sally Palmer	SLP
7.9	Mr Joshua Lewis	JSL
7.10	Mr Ahmad Janoudi	AHJ
7.11	Miss Emma Wood	EMW
8.1	Mr John Goldie	JHG
8.2	Mr Andrew Brennan	ADB
8.3	Mr Adam Forrest	AAF
8.4	Mr Conrad Phillips	COP
8.5	Mr Alistair Rae	ALR
8.6	Miss Léa Lenclud	LEL
8.7	Miss Deborah Kremer	DBK
8.8	Mr Ivan McLaughlin	IVM
8.9	Mr Brendan Lavery	DBK

# SAFEGUARDING AT BSK

## We are here to help

All staff at BSK aim to take care of you and make sure you are safe and well in school, at home, on-line and in the community.

If you are finding things difficult in your life, you are not alone.

Talking to someone can help you overcome whatever is worrying you and set you on the path to feeling better.

## Middle Phase Years 6 to 8



**Sophie Ali**  
soa@bsk.edu.kw  
Middle Phase  
Assistant Headteacher  
Deputy Designated  
Safeguarding Lead



**Nicholas Smith**  
nis@bsk.edu.kw  
Middle Phase  
Head Teacher  
Designated  
Safeguarding Lead



**Laura Whisker**  
lrw@bsk.edu.kw  
Student Welfare  
and Safeguarding  
Coordinator

# FREQUENTLY ASKED QUESTIONS

## **Who do I email to get a timetable or to discuss timetable changes?**

Email Miss Sophie Gore (SOG)

## **How do I get access to the Virtual Learning Environment (VLE)?**

Your admin number is your username.

If you have forgotten your password, press on the "Forgotten your username and password?" link and follow the instructions to re-set it.

If you still can't access the VLE see your tutor for help.

## **Who do I email if I'm struggling in or have any questions about a lesson**

The most important person to email if you need help is your teacher.

You may also want to email the SCC for that subject. The SCCs for the core subjects are; Mr Paul Blackledge (PAB) for Mathematics, Miss Sue McGee (SEM) for English and Mr. Adam Forrest (AAF) for Science. All the SCCs are detailed in the planner.

## **How do I contact a member of staff?**

Find their initials in the planner and add them to the address @bsk.edu.kw

For example, Miss Sophie Gore (SOG) would have the email address sog@bsk.edu.kw

## **Who do I email if I have any pastoral concerns?**

Email Miss Sophie Ali (SOA) or Miss Emma (EMG)

## **Who do I email if I have any academic concerns?**

Firstly: Your teacher.

Secondly: The SCC of the subject.

After you have taken these steps, if the issue is not resolved, email Miss Sophie Gore (SOG).

## **Who do I email if I believe I may have received a negative unfairly?**

Firstly: The teacher who awarded the negative

Secondly: The SCC of the subject

After you have taken these steps, if the issue is not resolved, email Miss Sophie Ali (SOA) or Miss Emma (EMG).

## **How do I access Nord Anglia Global Campus?**

You can access Global Campus by going to the NAEGC website (www.globalcampus.nae.school) and logging in with your Office 365 details.

## **What do I do if I have forgotten my school email password?**

Email Miss Sophie Ali (SOA), Miss Emma (EMG) or Miss Sophie Gore (SOG).

## **Where can I find my Office 365 details?**

You can find your Office 365 details on your profile page on the VLE.



## OUR FIVE CORE VALUES

In the Middle Phase, we continue to teach students the 5 core values which run through the Primary Section of BSK.

Those values are

**Resilience** – Continuing to try and not giving up in difficult situations or when facing disappointment. Having mental toughness to bounce back and recover quickly.

**Respect** – Treating people with manners in a way that you would expect to be treated. Showing the ability to tolerate and understand other peoples' views.

**Honesty** – Telling the truth to others and yourself, alongside behaving in an honest way.

**Empathy** – Having an awareness of how other people feel and taking others' feelings, wishes and rights into consideration.

**Courage** – Being brave and having strength in difficult times or situations.

We teach these values because we believe they are vital life skills which help and encourage the academic achievement of students. The 5 core values will be taught through Tutor Time, PSHE lessons and Assemblies.

# ATTENDANCE POLICY

Excellent attendance and punctuality are essential to success. BSK expects your attendance to be 95% or above throughout the year.

BSK promotes a healthy lifestyle: good hygiene standards, a balanced diet, a sensible sleep pattern and sufficient exercise. By living healthily you can reduce the chance of becoming ill and missing school.

## Registration sessions

Session attendance is recorded twice each school day.

Morning Tutor Time is from 07.30-07.55 and the attendance code recorded relates to the entire morning session. Afternoon attendance is taken from the attendance code of the last lesson of the day and relates to the entire afternoon session.

Absence from Tutor Time or the last lesson of the day constitutes absence for half of a school day. Two half-days of absence, whether or not they are on the same day, comprise the equivalent of a full day's absence.

## Authorised and unauthorised absence

A clear policy is followed in order to record all absence as either unauthorised or authorised. Such data appears on school reports.

Unauthorised absence from school is unacceptable. Parentally sanctioned instances of unauthorised absence represent a breach of the Terms and Conditions of Registration and Re-Registration.

## Absence from school

The procedure for authorising any absence, a full-day absence or a part-day absence that involves a student arriving to school after Tutor Time is outlined below:

- The parent emails Miss Sophie Ali (SOA) or Miss Emma (EMG).
- For the absence to be authorised evidence must be included in the email.

If you are absent from school but have not followed the procedure outlined above, the AHT (P) will inform the Class Tutor, who will follow up with you during morning Tutor Time on your first day back to school.

It is your responsibility to ensure that you follow this procedure. Failure to do so will be sanctioned each morning until the situation has been rectified.

Absences will only be authorised for the following reasons:

- **Code M:** Medical or dental. This is authorised only upon receipt of evidence that you visited a doctor or dentist during the period of absence. Such evidence may include a medical report, a private clinic receipt or a government clinic doctor's form. A parental note or email does not authorise medical absence, except in rare cases in which Mr Nicholas, the Head Teacher has approved official documentation of a recurrent and/or chronic condition
- **Code R:** Religious observance. Evidence could consist of a parental note which states clearly the occasion and duration of the observance
- **Code T:** Approved travel out of Kuwait.
- **Code I:** Attending testing/interviewing for another school within Kuwait. Evidence may include letters of invitation for interview, confirmation of appointments or test bookings etc
- **Code C:** Other authorised reasons; compassionate reasons such as bereavement or attending a funeral; official ministry/embassy related business. Evidence may include parental letters, confirmation of appointments or test bookings etc

The following reasons for absence are not accepted and remain unauthorised. However, if they are explained you will not be sanctioned. Class tutors record **Code O** when parental notification of the following circumstances is received;

- Medical absence (without documentary evidence)
- Spending time with relatives who are visiting from abroad
- Chalet or desert trip
- Social occasions within Kuwait
- Preparing for assessments or examinations (except within official study leave)
- Receiving private tuition
- Catching up on a backlog of work
- Going to a salon ahead of a special event (even a school event)
- Absence if tired after an evening event (even a school event)

Requests to authorise absence due to special reasons not covered by this policy must be referred to Mr Nicholas, the Head Teacher (HT). This may often be granted, for example a high-level competition such as swimming or martial arts, or another valuable activity, with the HT's approval for each specific case.

## Catching up on missed school work due to absence

If you have been absent from lessons, it is your responsibility to find out the classwork and homework that was missed and to catch up as fully and as quickly as possible.

Teachers will be sensitive to such factors as:

- The length of the absence
- How ill you were
- The amount and the difficulty of work missed across all subjects
- Whether VLE resources should have enabled independent study

Every situation is different, so it is not possible to create precise guidelines, but in every case it remains your responsibility to catch up as best you can.

In the event that an absence results in you missing a scheduled test or examination, you will not normally be allowed to sit the test at a later day. However as long as the absence is authorised it will not effect your report grade.

# LAPTOP COMPUTERS

To access all your work, you must always have:

- A fully charged
- A compatible charger
- Internet access
- A working camera and microphone
- Printer

If your computer or charger are not working correctly, or if you do not yet have all the required software (see below), you must arrange for a parent to email Miss Sophie Ali (SOA), Miss Emma (EMG) or Miss Sophie Gore (SOG). The note should explain the circumstances and provide an estimate of the date by which the problem will be solved.

## Required Software

Through the school's software licences, you are able to download a free copy of MS Office 365 for Windows.

You are expected to be able to use Microsoft Word, Excel and PowerPoint. Any other software which teachers will require you to download will either be freeware or provided by the school. You are also expected to use the google Gsuite applications Google Docs, Google Slides, Google Sheets and Google Drive.

In the event that a teacher notices that you do not have the required software, the teacher will inform the class tutor, who will follow-up.

You must be able to access Google Meet on your laptop.

You need to have downloaded Safe Exam Browser to your laptop. Email Miss Sophie Gore (SOG) if you need help with this.

## ONLINE SAFETY

We expect students in Middle Phase to be proactive in keeping themselves safe online. In order to stay safe online, we expect you to take notice and be considerate of the following:

- Whatever you post online can be shared by anyone – Make sure that you are posting content which you wouldn't mind your parent or teacher seeing. Information can be shared by anyone and pictures can be taken by screenshot or saving.
- Anything you write about another person, can be traced back to you or could come back to haunt you – Make sure you are sharing positive thoughts with friends on social media. Avoid posting about people who you do not share a good relationship with, as this could be seen as online bullying and information can be traced back to you. You cannot take back what you post online, even if you delete it.
- Your images can be shared – Do not post anything you wouldn't expect your teachers or parents to see. Images of yourself should be of a decent nature and you should be respectfully dressed. Posting indecent images of yourself could get you into trouble with the police.
- What you read online might not always be true – Be critical in reading information online. Not everything that is posted online is fact and quite often, people will share their opinions rather than factual information. Do not believe everything you read.
- Do not share your passwords with anyone else, not even friends – When you share a password that information can be passed on and may end up in the wrong hands. Accounts can be hacked and harmful information could be shared.
- Parents should have access to all of your login details – This is for your own safety. It ensures that the content which you are sharing and viewing is of a suitable nature for your age range and also ensures you are staying safe online.

# ONLINE GOLDEN RULES

Whatever goes online  
Isn't just for you  
Anyone can save it  
So be careful what  
you do!

If you use an image  
You need to state the  
source  
Unless you own the image  
Yourself, of course!

What you read online  
Might not always  
be true  
So checking  
somewhere else  
Is a useful thing  
to do!

Anything online  
That you write  
or say  
Could come  
back to haunt  
you  
On another  
Day!

A password is  
private  
So don't even  
tell a friend  
Doing so will  
likely  
Have a very  
nasty end!

Always ask your parents before  
typing to a stranger  
Even though you're far away,  
There still could be some danger!

Cyber-bullying is when you say  
mean things online  
So make sure you say things with a  
really lovely shine!

Delete & Defeat online bullying

## **PRESENTATION STANDARDS FOR WRITTEN WORK**

You should always take pride both in the quality and presentation of your written work. It is very important that written work can be understood both by your teachers, when they mark it, and by you, when you review your work each evening and use it to revise for assessments and end-of-year examinations.

To help you develop habits of presentation that will support your learning, we have some simple rules.

### **Getting ready to work**

#### **If you are working in a Virtual Exercise Book (VEB):**

- Write the date at the start of each day's work
- Write and underline a suitable heading at the top of each section of work
- If you are working from a textbook, always write the page and exercise numbers, so that you can refer back to the work later
- To make a new page: Scroll to the last page in the book, go to Insert, Break, Page Break. Or you can scroll to the last page and press Ctrl+Enter.

## **ONLINE UNIFORM POLICY**

Your personal appearance is also important. A smart personal appearance helps focus you on your work and thereby supports learning.

You need to wear a plain black, white or purple shirt. The shirt should be smart, with a collar. You may not wear a polo shirt.

Class Tutors will follow this up if uniform standards are not adhered to.



# HOMWORK POLICY

Homework is vitally important to help you start work, think and learn independently. Homework tasks include written work, research, project work, reading, learning work and revision.

Completing homework diligently gives you a wide range of skills and qualities, helping you to;

- Develop the ability to work alone and to self-motivate
- Develop the skills to research, organise and present work on a given theme or topic
- Consolidate and extend the work done in class, or prepare for subsequent lessons
- Develop the habit of reading
- Revise, learn or develop work covered in class
- Follow up a particular interest or develop expertise in a particular area of study
- Learn to plan and organise your time and work more effectively
- Do background work to prepare for what will be done next in class
- Develop problem-solving and other skills
- Develop skills in communicating what has been learned in a variety of ways
- Extend your knowledge by learning facts and information for tests and examinations
- Research information from books and online sources

## Technical requirements

Homework requires you to access the internet. You will also need an A4 colour printer at home, as you may be required to print completed homework. You should ensure that there is sufficient plain white A4 paper and printer ink or toner.

## Homework arrangements and time allocation

You receive a homework timetable showing the subjects in which homework will be set each day. Teachers will not set homework on non-homework days.

You must learn to manage your homework around extracurricular activities and family commitments.

Year Group	Homeworks per evening	Expected time for each homework	Total expected time per weekday
Year 6	1	30 minutes	30 minutes
Year 7	3 or 4	30 minutes	1½ hours
Year 8	3 or 4	30 minutes	1½ hours

Year 6 only receive homework from English, Mathematics and Science.

Year 7 and Year 8 receive homework from all subjects.

## Incomplete homework

It is your responsibility to ensure that you understand the homework given to you. If you do not understand the homework you must contact the teacher as soon as possible and at least the day before the homework is due.

Ordinarily, all homework must be submitted in full and on time. However, situations can occasionally arise which mean that you are unable to complete homework on time.

Examples include:

- An unavoidable technical problem
- An emergency situation or other unavoidable time pressure

If you cannot complete your homework you must arrange for a parent to email the class teacher. It is your responsibility to obtain this written explanation.

Teachers will not sanction you for failing to complete homework on time if you have a note from your parents, although this will be recorded. Moreover, the homework must be completed, in full, as soon as possible thereafter.

# ATTITUDES TO LEARNING

Attitudes to learning in each subject are detailed in both winter and summer reports.

<b>Dependent Learner</b>	A passive student who requires frequent intervention and needs to seek support in order to make progress.
<b>Supported Learner</b>	A student who displays an inconsistent attitude to learning but accepts support to identify and resolve key issues.
<b>Engaged Learner</b>	A motivated student who willingly seeks assistance to identify and resolve issues.
<b>Independent Learner</b>	A highly motivated student who displays a consistent attitude to learning and is an attentive and reflective learner.
<b>Mature Learner</b>	An independent student who also approaches tasks with the aim of extending his or her learning.

To illustrate the above categories of learner, here are some examples:

A **Dependent Learner** would likely not complete any work or contribute in a lesson unless they are questioned directly by the teacher. They would need constant help throughout simply to finish the work.

A **Supported Learner** would need some help during every lesson but would be able to work individually after receiving this assistance.

An **Engaged Learner** actively participates in every lesson and makes progress without any additional assistance from the teacher.

An **Independent Learner** successfully completes all work set by the teacher and is able to make use of extension tasks to further their own learning.

A **Mature Learner** will make excellent progress during lessons, complete extension work and drive their own learning in new directions through independent work.

One of the housepoints given during each lesson is for attitude, which may include attitude to learning. In addition, students' attitude to learning (A2L) in each subject is detailed on their winter and summer reports.

# ASSESSMENT POLICY

BSK follows the English National Curriculum for all subjects except Social Studies, Arabic, Islamic Studies and Quranic Studies.

At BSK the grading system focuses upon measuring the learning and developing of a year's prescribed topics and the progress made towards mastering these.

Attainment will be measured by way of statements which reflect the extent of your knowledge and skills.

- A (Pass) Working above the expected BSK standard for the year group
- B (Pass) Working at the expected BSK standard for the year group
- C (Pass) Working towards the expected BSK standard for the year group
- D (Fail) Working below the expected BSK standard for the year group

As well as a grade the positions within the grade will be indicated with a 'plus' (+), an 'equals' (=) or a 'minus' (-) sign for most subjects.

- + : Very secure; working at the top end of the grade
- = : Clearly secure; working within the mid-section of the grade
- - : Emerging; working at the lower end of the grade

Year 6	Year 7	Year 8
6A+	7A+	8A+
6A=	7A=	8A=
6A-	7A-	8A-
6B+	7B+	8B+
6B=	7B=	8B=
6B-	7B-	8B-
6C+	7C+	8C+
6C=	7C=	8C=
6C-	7C-	8C-
6D	7D	8D

## REGULATIONS FOR ASSESSMENTS

You must know and understand all these rules. They are intended to ensure fairness and to help you.

- Listen to the teacher and do exactly what you are asked to do, first time
- You may have on your desk or in your pockets only the materials and equipment which are allowed
- You may not be in possession of any notes, papers or books, unless these are authorised by the teacher
- You may not talk, communicate with, seek help from, give help to, or disturb other students
- At the end of the test, wait for instructions from your teacher

## WARNINGS

- Breaking the rules of an assessment will result in the SCC logging -3 behaviour points.
- Compromising the integrity of an assessment will result in the AHT (A) logging -5 behaviour points
- If you try to use any unfair practice or break these rules in any way, your paper may be cancelled

# REWARDS

The rewards system aims to acknowledge noteworthy achievements, to reinforce positive attitudes and to promote such achievements and attitudes amongst all students.

## Housepoints (HP)

Our highest profile rewards are housepoints, two of which (one for achievement and one for attitude) are awarded in every lesson. Housepoints are also awarded for competition success, and other special achievements.

Housepoint Award thresholds are based on the following net points total:

Bronze	Silver	Gold	Platinum	Diamond	Double Gold	Double Platinum	Double Diamond
30	60	90	120	150	180	240	300

Awards are calculated weekly to those students who reach a new threshold and certificates are issued at the end of the school year for the final award level achieved.

## Club Zero

If you do not receive any negative points over the course of a term you become members of Club Zero for the following term and receive a letter of commendation from the Head Teacher, and a Club Zero badge. Club Zero members receive 10 bonus housepoints for each term of membership and their names are published on the Club Zero webpage.

Year 6 students, and those who are new to the school, have done particularly well if they manage to avoid any negative points during Term 1, so they receive 20 bonus housepoints instead of the usual 10.

If you do not receive a single negative point all year you will receive an Ultimate Club Zero Certificate with your summer report.

## STUDENT LEADERSHIP OPPORTUNITIES

In the Middle Phase, you will have the opportunity to take on some responsibilities.

When you are appointed to one of these positions, you will get you some Housepoints but most importantly you will learn to become a leader.

Here are some of the opportunities for you to stand out:

- Prefect (Year 8)
- House Captain
- House Representative
- Student Buddy

# 7 Ways to be more OPTIMISTIC



## See setbacks as temporary

Viewing your setbacks as permanent makes you more likely to give up. See them as a learning opportunity and aim to come back better because of them.



## Get in control!

Think about what you can do to improve the situation. Focusing on this can help you find solutions and lead you to take action.



## Don't over-generalise

After a disappointment, it is easy to think that everyone and everything is against you. Remember, a setback in one aspect of your life does not make you a failure in others.



## Watch out for key phrases

Phrases such as "I will never", "I always mess up" and "This happens every time" after a failure are not helpful. Use phrases like "I might be able to" and "I could try this".



## Shift your focus

It is tempting to focus on things you can't change. This can lead to stress and frustration as it is out of your hands. Control the controllables!



## Take a balanced approach

Whether you succeed or fail, there are always things you did well and things you can do to improve. When things get hard, don't give up! With effort, a failure can become a success.



## Acknowledge your own contribution

Don't always put your success down to luck. Build your optimism by thinking about how you made your successes happen.



# SANCTIONS POLICY

BSK students take great care to follow the Student Charter and all policies and regulations. They work hard to earn housepoints and other rewards. Occasionally, however, things can go wrong.

Each unacceptable action has a negative points value, as shown below. When you are logged for misbehaviour, you lose housepoints and your House also loses points in the House Competition. You should support your housemates so that they can avoid losing points.

These various sanctions are organised into categories and are detailed below.

## SANCTION TYPES

### Abusive

Deliberately rough physical contact (not fighting) and retaliation	-3	AHT
Rudeness or swearing	-3	AHT
Highly offensive, eg sexual, racial or religious insult	-5	AHT
Physical bullying, fighting, spitting or assault	-5	AHT/HT
Emotional bullying, intimidation or threat	-5	AHT/HT

### Attendance and Punctuality

Not providing an explanatory document on the first morning back	-1	Tutor
Five or more minutes late to a lesson, without good reason	-1	Teacher
Truancy from a lesson or Tutor Time	-3	SCC/AHT
Arriving after 08.00 and failing to sign in at Gate W5	-3	AHT
Truancy from school	-5	AHT/HT

## Dishonesty

Copying a student's work, or allowing work to be copied	-2	Teacher
Trying to hide the truth	-2	Teacher
Persistent attempt to deliberately hide the truth	-3	AHT
Forgery of a parental communication or signature	-3	AHT
Plagiarism from a textbook, internet or other source	-3	SCC
Breaking the rules in an in-class assessment (test)	-3	SCC
Breaking end of year examination rules	-5	AHT
Compromising the integrity of an assessment	-5	AHT

## Disrepute, Privacy and Reputation \*

Breaking the rules regarding privacy	-5	HT
Breaking the rules regarding reputation	-5	HT
Bringing the school into disrepute	-5	HT

\* This applies to activities on or off campus and online. Please refer to Privacy Rights and School Reputation section on Page 54

## Disrespect

Disrespecting the National Anthem	-1	Tutor
Being impolite, discourteous or insensitive	-1	Teacher
Reluctance to follow a reasonable staff instruction	-1	Teacher
Sustained reluctance to follow a reasonable staff instruction	-3	AHT
Refusal to follow a reasonable staff instruction	-5	AHT

## Disruption

Low-level disruption (eg chatting, distracting others)	-1	Teacher
High-level disruption (eg shouting, being noisy)	-2	Teacher
Serious disruption (eg repeated shouting or other disruption)	-3	AHT
Major disruption (which prevents teaching/learning)	-5	AHT/HT
Setting off a false emergency alarm	-5	HT

## Equipment

Not bringing your student planner to every lesson	-1	Tutor
Not following the rules for use of the student planner	-1	Tutor
Not bringing a suitable computer to school	-1	Tutor
Not bringing all required books and equipment to a lesson	-1	Teacher
Refusal to follow a reasonable staff instruction	-5	AHT

## Food

Eating outside your designated break area	-2	Teacher
Having or chewing gum	-2	Teacher
Eating or drinking in a fasting area during Ramadan	-3	Teacher

## Immoral

Inappropriate physical contact	-3	AHT
Overtly sexual behaviour	-5	HT
Accessing illegal or immoral material	-5	HT

## Library

Breaking the Library rules*	-1 to -5	AHT
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\* Minor infringements of the Library rules will be logged as -1 point. However, infringements of the Library rules which are equivalent to -2, -3 or -5 point offences will be logged accordingly by the AHT (P).

## Organisation

Not returning a reply slip to the tutor by the specified date	-1	Tutor
Breaking the locker rules	-1	Teacher

## Property

Breaking the bag box rules	-1	Teacher
Leaving belongings unattended	-1	Teacher
Tampering with or accidentally damaging property*	-1	Teacher
Breaking the regulations for computer use (eg gaming, YouTube, messaging)	-3	Teacher
Using a Virtual Private Network (VPN) in school	-3	AHT
Having a banned item in school**	-1 to -5	AHT
Deliberate property damage, graffiti or theft	-5	AHT

\* If you damage another person's property, you may need to pay for repair or replacement.

\*\* This will depend on the item in question. See the banned item list (Page 56) for further details.

## Safety

Breaking the rules for safe movement around the school	-1	Teacher
Breaking the Science Lab or D&T safety rules	-2	Teacher
Being in an unauthorised area without staff permission	-2	Teacher
Littering, spilling liquid or misusing recycling bins	-2	Teacher
Spitting	-3	AHT
Throwing anything at another person	-3	AHT
Reckless endangerment (risk of injury)	-3	AHT
Reckless endangerment (clearly life-threatening)	-5	AHT
Having or using smoking or vaping materials	-5	AHT
Having any dangerous item in school	-5	AHT/HT

## Sanctions

Failure to complete a break detention	-3	AHT
Failure to have an on-report form completed	-3	SCC/AHT
Repeated failure to have an on-report form completed	-5	AHT/HT
Failure to complete an afterschool detention	-5	AHT
Attending a privilege event without AHT permission	-5	AHT/HT
Being on or near the campus while suspended	-5	HT

## Uniform

Incorrect or missing uniform item	-1	Tutor
Inappropriate haircut, facial hair, cosmetics or jewellery	-1	Tutor
Failing to take any action relating to haircut or facial hair	-3	AHT
Excessive use of deodorant, perfume, cologne or aftershave	-1	Teacher
Not wearing part of the correct PE or swimming kit	-1	Teacher
Not wearing full PE or swimming kit (and no doctor's note)	-2	Teacher
Not complying with all standards of appearance (correctable)	-1	Teacher

## Work

Not following the presentation standards for written work	-1	Teacher
Insufficient or inadequate classwork	-1	Teacher
Not speaking English (except in Arabic, Islam, French or German)	-1	Teacher
Not speaking Arabic in first language Arabic, Islam or Quran	-1	Teacher
Homework not submitted in full or on time (no parent note)	-2	Teacher

## SANCTIONS – GENERAL

The negative point allocations mentioned above carry with them the following sanctions:

Offence	Sanction	Parental Involvement
-1	Verbal warning*	Teacher records offence in student planner.
-2	Break detention	Teacher records offence in student planner.
-3	Afterschool detention	Issuing teacher records offence in student planner. AHT (P) issues afterschool detention letter the following Sunday, based on the preceding school week, and receives reply slip signed by a parent on Monday.
-5	Suspension from school	AHT (P) informs parents by telephone, issues suspension letter and arranges to meet parents and student for a readmission interview.

\* Three or more -1 point offences within the same school week will result in the AHT (P) issuing an afterschool detention for the following Tuesday.

## SANCTIONS – CUMULATIVE

In instances where a student accumulates a very large number of negative points within a single week the AHT (P) will issue the following sanction escalations:

Offence	Sanction	Parental Involvement
3 to 9 negative points	Afterschool detention	Issuing teacher records offence in student planner. AHT (P) issues afterschool detention letter the following Sunday, based on the preceding school week, and receives reply slip signed by a parent on Monday.
10 to 14 negative points	1 day suspension from school	AHT (P) informs parents by telephone, issues suspension letter and arranges to meet parents and student for a readmission interview.
15 to 19 negative points	2 day suspension from school	AHT (P) informs parents by telephone, issues suspension letter and arranges to meet parents and student for a readmission interview with the HT.
20 plus negative points	3 day suspension from school	AHT (P) informs parents by telephone, issues suspension letter and arranges to meet parents and student for a readmission interview with the HT.

Where a student accumulates a very large net negative score and this is not being addressed, the AHT (P) will issue the following sanction escalations.

Points	Sanctions
-50	1 day suspension from school
-75	2 day suspension from school
-100	3 day suspension from school

## Suspension

Suspension from school is a very serious sanction.

Students can be suspended from school either for receiving a single -5 sanction or for accumulating an excessive number of negative points within a single week.

The first suspension in an academic year is usually for one school day, although this can vary depending on the seriousness of the incident.

If a student is suspended from school a second time within the same academic year, the suspension will ordinarily be for three school days and the readmission interview will be with the AHT (P). Internal suspension will not be permitted if a student is suspended for three days.

Any student who is suspended from school a third time, or more, will serve five full days out of school. In such a situation, the Head Teacher may well commence permanent exclusion procedures, subject to the relevant Ministry of Education regulations.

N.B. The Middle Phase Leadership Team reserves the right to take further action in addition to the above if the circumstances of certain -5 incidents are deemed serious enough to warrant it. This could include the commencement of permanent exclusion procedures.

## PRIVACY RIGHTS AND SCHOOL REPUTATION

To protect the privacy of individuals and the good reputation of the school, you are strictly forbidden from posting the following to any website or internet-based service:

- Text about the school, staff members or other students
- Images or videos taken on or featuring school premises or students in school uniform
- Images or videos taken on school buses, school trips or at school-related functions
- Images or videos of any staff member, under any circumstances

You should be aware that this rule includes, but is not limited to, blog sites, social networking sites, photograph sharing sites, video sharing sites and social messaging sites.

BSK administers the official BSK Facebook and Instagram pages. You are permitted to interact with these official accounts, but only if you have received parental permission and if you post according to all relevant terms and conditions, both of the social media service and the school. In particular, all such interactions must be conducted in a polite, respectable and positive manner.

You should be mindful of the fact that any action (online or offline) which breaks these privacy rules or which has the potential to damage the school's good reputation in any way will be logged and will carry a behaviour penalty of -5 points.



# REQUIRED EQUIPMENT

You must have the following items available:

- Virtual student planner
- Suitable computer, charger and all required software
- Dark blue or black, red and purple pens
- Pencils, eraser, sharpener, colouring pencils, 30 cm ruler
- Glue stick, safety scissors
- Earbuds\* compatible with your laptop (not headphones, which are a banned item)
- Mathematical equipment (calculator, compasses, protractor)
- Mini whiteboard and pen
- All required exercise books, sketchbooks, worksheets, workbooks and textbooks

\* Note: Earbuds must only be used to complete set classwork, not for private listening.

## Subject-specific equipment

You should make sure that you bring the following items to these specific lessons:

- Art and Design: Art apron (all year groups)
- Design and Technology: HB pencil, 2H pencil, black fine liner pen
- Geography: USB memory stick

## Optional equipment

You may also find it useful to bring the following items to school:

- Highlighter pens
- Large plastic folders in which to keep all the materials for each subject
- Clear sticky plastic, to cover books on the day they are issued
- Colour computer printer and plain A4 paper

# STUDENT GUIDE TO HEALTHY LIVING

## Keep Clean.

As you get older your body starts to sweat more. If you do not wash regularly this sweat starts to smell. You must ensure that you shower regularly to keep clean. Brushing your teeth with a good toothpaste at least twice a day is also important to ensure your teeth stay healthy and your breath does not smell bad.

## Get enough sleep.

Doctors recommend that students of Middle Phase age should sleep for at least eight hours each night. Being tired causes poor concentration, reduced memory, behaviour issues and mood problems.

## Drink plenty of water.

Becoming dehydrated can cause headaches, confusion and dizziness. Dehydration also prevents you from learning effectively. Water is the best drink to hydrate your body. You should take water bottles into lessons. Avoid sugary drinks.

## Don't skip meals.

A good breakfast is very important, but so are lunch and dinner. Skipping meals causes problems with your blood sugar levels and may make you want to eat unhealthy snacks at the wrong times. With good eating habits, you will have the energy to learn effectively.

## Eat a balanced diet.

A properly balanced diet will keep you healthier, give you more energy and help you learn.

## Get enough exercise.

Exercising reduces stress, keeps your digestion working properly and makes you feel more energetic. It also helps you get a good night's sleep and stay a healthy weight. Walk, jog, run or swim. Do what you enjoy and what feels comfortable.

## Stay safe.

If you have an accident and are absent from school, it can seriously affect your studies. Do not take unnecessary safety risks. Sit in the back seat of your car, always wear your seatbelt and do not allow whoever is driving you to behave recklessly.

## Don't fall victim to stress.

If something is worrying you, talk about it with an adult you trust. In school, your class tutor will be particularly keen to try and help you.

# EFFECTIVE STUDY SKILLS

If you are to make the most of the work you do, how you learn is as important as what you learn. People who have developed advanced study skills can learn more, at a deeper level in less time than those with poorer study skills. Taking the time to learn and practice study skills will save you time and effort.

## Study environment

Some people prefer to work alone in quiet. Others prefer to work with others. You must find out what is right for you. Be honest with yourself. Very few people actually work well with the TV or loud music on!

Your study environment should be free of all distractions. Switch your phone off. Be disciplined if you are using your computer for work purposes. What starts out as a minute or two on WhatsApp or Facebook can easily turn into an hour or more, and then before you know it, your evening has been wasted! Please speak to your Class Tutor or Teacher if you think this is a problem for you. They will be able to help.

## Starting out

When you are set a piece of work, make sure you are clear about exactly what you need to do. Where possible break the work down into small tasks. Allocate a certain amount of time to each of these. This will mean that the piece of work does not look so big and you will get satisfaction as you complete each part.

Some people like to work in short periods such as half an hour at a time whilst others prefer to work for longer periods, perhaps for one or even two hours. Choose the method which is best for you. Having a timetable pinned up in your room is a helpful way of making sure that you do the work at the correct time.

## Reading

- Use the contents and index of a book to look for what you want
- Learn to skim read before reading in detail
- Learn to scan, to look for specific things in a book or newspaper
- Add a dictionary and an encyclopaedia website to your browser favourites

## Making notes

- List only the main ideas
- Abbreviate to save time. For example, 'possible' could become 'poss'
- Write clearly in ink
- Use key words, phrases and sentences
- Use a highlighter pen to pick out key words
- Use colour to distinguish sections
- Use quotation marks to identify quotes
- Use flow charts, spider diagrams and mind maps as other useful methods

## Writing up projects and experiments

- Write down the headings for each section
- Make sure that these are in a logical order
- Write clearly and carefully using your own words
- Check your spelling and punctuation
- Label any drawings clearly and accurately

## Revision

- Start early! Less revision per day over a long period of time works much better than 'cramming'
- Don't just read! Reading alone is an extremely inefficient way of learning. Instead, revise actively by making notes, drawing diagrams and using lists
- Try making postcard-sized study cards or sticky labels
- Work with your family or friends to check your knowledge and understanding of such things as vocabulary, facts and scientific and mathematical formulae
- Try to fit all you know about a topic on just one side of paper. The process of selecting what is truly important and expressing it in short form will really help to cement it in your understanding



*be* **AMBITIOUS**

# THE PERIODIC TABLE

GROUP																	
I	II	GROUP										III	IV	V	VI	VII	VIII
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1 <b>H</b> hydrogen [1.007, 1.008]	2 <b>He</b> helium 4.003	3 <b>Li</b> lithium [6.938, 6.997]	4 <b>Be</b> beryllium 9.012	5 <b>B</b> boron [10.80, 10.83]	6 <b>C</b> carbon [12.00, 12.02]	7 <b>N</b> nitrogen [14.00, 14.01]	8 <b>O</b> oxygen [15.99, 16.00]	9 <b>F</b> fluorine 19.00	10 <b>Ne</b> neon 20.18	11 <b>Na</b> sodium [22.98, 23.01]	12 <b>Mg</b> magnesium [24.30, 24.31]	13 <b>B</b> boron [10.80, 10.83]	14 <b>C</b> carbon [12.00, 12.02]	15 <b>N</b> nitrogen [14.00, 14.01]	16 <b>O</b> oxygen [15.99, 16.00]	17 <b>F</b> fluorine 19.00	18 <b>Ar</b> argon 39.95
19 <b>K</b> potassium 39.10	20 <b>Ca</b> calcium 40.08	21 <b>Sc</b> scandium 44.96	22 <b>Ti</b> titanium 47.87	23 <b>V</b> vanadium 50.94	24 <b>Cr</b> chromium 52.00	25 <b>Mn</b> manganese 54.94	26 <b>Fe</b> iron 55.85	27 <b>Co</b> cobalt 58.93	28 <b>Ni</b> nickel 58.69	29 <b>Cu</b> copper 63.55	30 <b>Zn</b> zinc 65.38(2)	31 <b>Ga</b> gallium 69.72	32 <b>Ge</b> germanium 72.63	33 <b>As</b> arsenic 74.92	34 <b>Se</b> selenium 78.97	35 <b>Br</b> bromine [79.90, 79.91]	36 <b>Kr</b> krypton 83.80
37 <b>Rb</b> rubidium 85.47	38 <b>Sr</b> strontium 87.62	39 <b>Y</b> yttrium 88.91	40 <b>Zr</b> zirconium 91.22	41 <b>Nb</b> niobium 92.91	42 <b>Mo</b> molybdenum 95.95	43 <b>Tc</b> technetium	44 <b>Ru</b> ruthenium 101.1	45 <b>Rh</b> rhodium 102.9	46 <b>Pd</b> palladium 106.4	47 <b>Ag</b> silver 107.9	48 <b>Cd</b> cadmium 112.4	49 <b>In</b> indium 114.8	50 <b>Sn</b> tin 118.7	51 <b>Sb</b> antimony 121.8	52 <b>Te</b> tellurium 127.6	53 <b>I</b> iodine 126.9	54 <b>Xe</b> xenon 131.3
55 <b>Cs</b> caesium 132.9	56 <b>Ba</b> barium 137.3	57-71 lanthanoids	72 <b>Hf</b> hafnium 178.5	73 <b>Ta</b> tantalum 180.9	74 <b>W</b> tungsten 183.8	75 <b>Re</b> rhenium 186.2	76 <b>Os</b> osmium 190.2	77 <b>Ir</b> iridium 192.2	78 <b>Pt</b> platinum 195.1	79 <b>Au</b> gold 197.0	80 <b>Hg</b> mercury 200.6	81 <b>Tl</b> thallium [204.3, 204.4]	82 <b>Pb</b> lead 207.2	83 <b>Bi</b> bismuth 209.0	84 <b>Po</b> polonium	85 <b>At</b> astatine	86 <b>Rn</b> radon
87 <b>Fr</b> francium	88 <b>Ra</b> radium	89-103 actinoids	104 <b>Rf</b> rutherfordium	105 <b>Db</b> dubnium	106 <b>Sg</b> seaborgium	107 <b>Bh</b> bohrium	108 <b>Hs</b> hassium	109 <b>Mt</b> meitnerium	110 <b>Ds</b> darmstadtium	111 <b>Rg</b> roentgenium	112 <b>Cn</b> copernicium	113 <b>Uut</b> ununium	114 <b>Fl</b> flerovium	115 <b>Uup</b> ununpentium	116 <b>Lv</b> livermorium	117 <b>Uus</b> ununseptium	118 <b>Uuo</b> ununoctium

Key:  
 atomic number  
 Symbol  
 name  
 standard atomic weight

57 <b>La</b> lanthanum 138.9	58 <b>Ce</b> cerium 140.1	59 <b>Pr</b> praseodymium 140.9	60 <b>Nd</b> neodymium 144.2	61 <b>Pm</b> promethium	62 <b>Sm</b> samarium 150.4	63 <b>Eu</b> europium 152.0	64 <b>Gd</b> gadolinium 157.3	65 <b>Tb</b> terbium 158.9	66 <b>Dy</b> dysprosium 162.5	67 <b>Ho</b> holmium 164.9	68 <b>Er</b> erbium 167.3	69 <b>Tm</b> thulium 168.9	70 <b>Yb</b> ytterbium 173.0	71 <b>Lu</b> lutetium 175.0
89 <b>Ac</b> actinium	90 <b>Th</b> thorium 232.0	91 <b>Pa</b> protactinium 231.0	92 <b>U</b> uranium 238.0	93 <b>Np</b> neptunium	94 <b>Pu</b> plutonium	95 <b>Am</b> americium	96 <b>Cm</b> curium	97 <b>Bk</b> berkelium	98 <b>Cf</b> californium	99 <b>Es</b> einsteinium	100 <b>Fm</b> fermium	101 <b>Md</b> mendelevium	102 <b>No</b> nobelium	103 <b>Lr</b> lawrencium

LANTHANIDE

ACTINIDE

The volume of one mole of any gas is 24 dm<sup>3</sup> at room temperature and pressure (r.t.p.)

# THE AIMS OF THE SCHOOL

What you learn at The British School of Kuwait is based on a clear set of aims. During your time at the school you will be encouraged to:

- develop self-awareness, a positive self-image, and the confidence to take advantage of opportunities to develop your own talents and personality in order to live as an independent and self-motivated member of the community
- develop a lively enquiring mind, including the ability to question and argue rationally and to approach the solution of problems in an imaginative and methodical way
- develop the skills necessary to work confidently and sensitively in collaboration with others
- acquire the knowledge, skills and understanding relevant to adult life and employment in a fast-changing world
- comprehend information and communicate effectively through the appropriate use of language, number and graphics
- acquire a reasoned set of attitudes and to be able to respect and tolerate other races, religions and ways of life
- recognise and evaluate human achievement and aspirations
- acquire an understanding of social, economic, political, scientific and technological issues, the interdependence of individuals, groups and nations
- appreciate a variety of aesthetic, creative and imaginative forms and to express yourselves creatively through a variety of media
- promote your own good health and physical development
- heighten awareness and understanding of the environment and environmental issues, and to encourage a sense of personal responsibility for environmental stewardship on a local and global scale.

## To help you achieve these aims you will be:

- given the opportunity to learn by increasing your knowledge and understanding, and by developing skills in an enjoyable and interesting way
- challenged to work hard and achieve success at a high level
- offered a range of activities which help to prepare you for life beyond school, at work, at leisure and at home
- challenged to become a well-informed citizen of the twenty-first century
- encouraged to think about important things such as beliefs, right and wrong and the needs of others
- expected to behave in a correct and courteous way, as outlined in the Rewards and Sanctions Policy
- invited, with your family, to attend regular reviews of your progress.

The background is a complex geometric composition of various shades of purple. It features several overlapping shapes: a large circle in the upper center, a smaller circle above it, a large triangle pointing left in the lower center, and various rectangular and triangular blocks in different tones of purple. The overall effect is a modern, abstract design.

[www.bsk.edu.kw](http://www.bsk.edu.kw)