



**THE BRITISH  
SCHOOL OF  
KUWAIT**

**Student Handbook  
and Planner**  
*Sixth Form*



# 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 June 2018 BSK celebrated its Ruby Anniversary, marking 40 years at the forefront of British Education in Kuwait.

### 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.

## PERSONAL DETAILS

Full Name			
Tutor Group		Admin Number	
Class Tutor		House	

## HIGHER PHASE LEADERSHIP TEAM (HLT)

Initials	Name	Role	Telephone	Room
EMB	Miss Emma Bowie	Head Teacher   HT	x5132 (PA)	F08
SIA	Mr Simon Amura	Assistant Head Teacher (Academic)   AHT(A)	x1222	126a
HNG	Miss Hannah Glendinning	Assistant Head Teacher (Pastoral - Upper Department)   AHT(P)	x5202	CG02
THC	Mr Tom Campbell	Assistant Head Teacher (Pastoral - Sixth Form)   AHT(P)	x5201	CF01
VCM	Miss Vicky Martin	Assistant Phase Coordinator   (APC)	x5203	CG02

## EXAMINATIONS

Initials	Name	Role	Telephone	Room
DNC	Mr Daniel Charlton	Examinations Officer	x5309	CF03
GRC	Mr Gerrard Clarke	Assistant Examinations Officer	x1302	032

CAIE Centre	KW002	Edexcel Centre	94236	AQA Centre	74639
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## STUDENT LEADERSHIP COORDINATOR

Initials	Name	Role	Telephone	Room
ADM	Mr Adam Martin	Student Leadership Coordinator	x4301	N04

## STUDENT PERFORMANCE AND E-LEARNING

Initials	Name	Role	Telephone	Room
JOL	Mr John Leonard	Student Performance Coordinator / Senior Teacher (E-Learning)	x5301	CF03

## STUDENT WELFARE AND SAFEGUARDING

Initials	Name	Role	Telephone	Room
LRW	Miss Laura Whisker	Student Welfare and Safeguarding Coordinator	x1212	A05a

## SCHOOL DETAILS

Physical Address	Salwa Area 1, Street 1, Building 214	Postal Address	PO Box 26922   Safat 13130
Telephone	(+965) 1-830-456	BSK VLE	<a href="http://moodle.bsk.edu.kw/">http://moodle.bsk.edu.kw/</a>
BSK Website	<a href="http://www.bsk.edu.kw">www.bsk.edu.kw</a>	BSK Facebook	@Britannians
Clinic Extension	x1122	Transport Office	x5204

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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 be respectful, honest, kind and polite to everybody.
- 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 follow all of the school rules.
- 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.

Signed: \_\_\_\_\_

*(student should sign to agree)*

# KEY DATES

## TERM 1

First day of term  
Sixth Form Social Event  
UCAS Applications Deadline  
(Oxbridge, Med, Dent, Vet)  
Parent consultation days  
Higher Phase Prize Giving  
Last day of term

Tuesday 03 September 2019  
Tuesday 17 September 2019  
Tuesday 15 October 2019

Saturday 19 and Sunday 20 October 2019  
Wednesday 23 October 2019  
Thursday 24 October 2019

UK University Admissions Tests  
US Universities Early  
Decision Deadline (Typical)

Wednesday 30 October 2019  
Friday 01 November 2019\*

## TERM 2

First day of term  
INSET day (School Closed)  
Holiday for Prophet's birthday (PBUH)  
Sixth Form Seasonal Dinner  
Last day of term

Sunday 03 November 2019  
Thursday 07 November 2019  
Sunday 10 November 2019\*\*  
Sunday 15 December 2019  
Tuesday 17 December 2019

US Universities Regular  
Decision Deadline (Typical)\*

Wednesday 01 January 2020

## TERM 3

First day of term  
Sixth Form Midyear Examinations  
UCAS Applications Deadline  
Talent Show  
Higher Phase Sports Day  
Higher Phase Enrichment Day  
Last day of term

Sunday 05 January 2020  
Sunday 05 to Thursday 09 January 2020  
Wednesday 15 January 2020  
Thursday 13 February 2020  
Tuesday 18 February 2020  
Wednesday 19 February 2020  
Wednesday 19 February 2020

## TERM 4

First day of term  
Holiday for Prophet's ascension (PBUH)  
Parent consultation days  
Last day of term

Sunday 01 March 2020  
Sunday 22 March 2020\*\*  
Thursday 26 and Saturday 28 March 2020  
Monday 02 April 2020

## TERM 5

First day of term  
Festival of Achievement (School Closed)  
Year 13 Mock Examinations  
Holiday for Eid Al-Fitr  
Last day of academic year

Sunday 12 April 2020  
Tuesday 14 April 2020  
Sunday 19 to Thursday 23 April 2020  
Sunday 24 to Tuesday 26 May 2020  
Wednesday 17 June 2020

\* These deadlines are typical but can vary. It is the responsibility of students to verify these with the institutions concerned.

\*\* Subject to confirmation by the Ministry of Education.

N.B. All holidays are subject to change at short notice. Other date and time changes may prove necessary. The British School of Kuwait (BSK) cannot be held responsible for any such changes.

Public examinations for AS and A Level courses commence in early May. Students can expect to receive provisional dates in January and final examination timetables in late March. Whilst every effort is made to confirm internal examination dates ahead of time, there is always the possibility that changes may need to be made to those published above. Students would be informed of any such changes by the Examinations Officer.

# FEE PAYMENT DEADLINES

The first instalment of 60% of the annual fees is due by Sunday 15 September 2019. The second instalment of the remaining 40% of annual fees is due by Thursday 02 January 2020. For details, parents should please refer to their registration agreement with the school.

## ACADEMIC STAFF

Mr Adam Forrest	AAF	Science Coordinator (Middle Phase); Biology and Science Teacher
Mr Andrew Brennan	ADB	English Teacher
Mr Adnan Fares	ADF	Arabic Teacher (Arabic for Arabs)
Mr Adam Martin	ADM	Student Leadership Coordinator; Physical Education Teacher
Miss Anne Henderson	AEH	Assistant International Award Coordinator; Geography Teacher
Mr Ahmad Farraj	AHF	Arabic Teacher (Arabic for Arabs and Arabic for non-Arabs)
Mr Ahmad Janoudi	AHJ	Computing and Social Studies Teacher
Mr Anthony Metcalf	AHM	International Award Coordinator
Mr Alistair Rae	ALR	Mathematics Teacher
Mr Ahmed Al-Adawi	AMA	Arabic Coordinator (Arabic for Arabs)
Miss Ameen Qatran	AMQ	Islamic Studies Teacher (Islam for Arabs and Islam for non-Arabs)
Mr Andrei Dascalu	AND	Music Teacher; Music Tutor (Woodwind)
Mr Andreas Scholz	APS	Art and Design Teacher
Miss Annemarie Rofail-McCall	ARM	Drama Coordinator
Miss Asma'A Shalabi	ASB	Arabic Teacher (Arabic for Arabs and Arabic for non-Arabs)
Ashley Edwards	ASE	Teaching Assistant (Design and Technology)
Miss Ashley Trodden	AST	Physical Education Teacher
Miss Amy Reynolds	AYR	Assistant Science Coordinator (Middle Phase); Biology, Physics and Science Teacher
Mr Benjamin Semmens	BNS	Timetable Coordinator (Secondary); Mathematics Teacher
Mr Barrie Dolphin	BRD	Design and Technology Coordinator
Mr Brendan Lavery	BRL	English Teacher
Mr Bradley Thomas	BRT	Geography, History and Social Studies Teacher
Miss Charlotte Gaffey	CAG	Social Studies Coordinator; History Teacher
Miss Caroline Jennings	CAJ	Foreign Languages Teacher (French)
Miss Catherine Nolan	CAN	Geography and Social Studies Teacher
Mr Conrad Philips	COP	Mathematics Teacher
Miss Charlotte Cropper	CRC	English Teacher
Miss Dana Rae	DAR	Art and Design Technician
Dr David Williams	DAW	Biology Coordinator; Biology, Chemistry and Science Teacher

## ACADEMIC STAFF

Miss Deborah Kremer	DBK	Foreign Languages Teacher (French)
Miss Denise Eleto	DEE	Drama Teacher
Mr Daniel Charlton	DNC	Examinations Officer; Physics Teacher
Mr David Doran	DVD	Chemistry and Science Teacher
Miss Ellice Gardiner	ECG	Art and Design Teacher
Edward Mayo	EDM	Music Coordinator
Mr Eduard Timershin	EDT	Music Tutor (Brass)
Miss Emily Beaton	EIB	English Teacher
Miss Ema-Jayne Jones	EJJ	Drama Teacher
Miss Elli Keatch	ELK	Physical Education Teacher
Mr Elyor Nazarov	ELN	Music Tutor (Percussion)
Miss Emma Bowie	EMB	Head Teacher (Higher Phase)
Miss Emily Jeffcott	EMJ	Director of Performance Music; Music Tutor (Piano)
Miss Eimear Knightly	EMK	English Teacher
Miss Emma Wood	EMW	Biology and Science Teacher
Mr Esmond Howes	ESH	Geography and Social Studies Teacher
Mr Fadi Al-Kurdi	FDA	Arabic Teacher (Arabic for Arabs and Arabic for non-Arabs)
Miss Galina Bojilova	GAB	Director of String Ensembles; Music Tutor (Strings)
Miss Gabrielle Home	GAH	Biology and Science Teacher
Mr Gregory Cook	GEC	Physics and Science Teacher
Mr Georgi Knjazev	GEK	ISACK and KFSAC Coordinator; Physical Education Teacher
Mr Gerrard Clarke	GRC	Chemistry Coordinator; Assistant Examinations Officer
Miss Grace Parkin	GRP	Mathematics Teacher
Mr Hamad Alawid	HAA	Arabic Teacher (Arabic for Arabs)
Miss Hayley Kruse	HAK	Physical Education Teacher
Miss Helena Cook	HEC	English Coordinator (Middle Phase)
Miss Hala Al-Dibs	HLA	Islamic Studies Teacher (Islam for Arabs)

## ACADEMIC STAFF

Miss Hilary Fitzjohn	HLF	Computer Science and ICT Teacher
Miss Hannah Glendinning	HNG	Assistant Head Teacher (Pastoral - Upper Department)
Miss Hana'Adel Hamdan	HNH	Assistant Islamic Studies Coordinator (Islam for non-Arabs)
Miss Hollie Clayton	HOC	Biology and Science Teacher
Mr Hussain Alhamad	HUA	Islamic Studies Teacher (Islam for Arabs)
Mr Hywel Jones	HYJ	Art and Design Teacher
Mr Ian Masters	IAM	History Coordinator; Model United Nations Coordinator
Mr Iliya Uzunov	ILU	Music Tutor (Strings)
Dr Ivan McLaughlin	IVM	English Teacher
Mr James Henderson	JAH	ICT and Computing Coordinator; Teacher of Social Studies
Miss Jehan El-Sherif	JEA	Arabic Teacher (Arabic for Arabs)
Mr Joe Durling	JED	Physical Education Teacher
Mr John Goldie	JHG	Mathematics Teacher
Mr John Hoban	JHH	Physics and Science Teacher
Miss Jennie Russell	JNR	Foreign Languages Coordinator (French)
Mr John Sharp	JNS	Chemistry and Science Teacher
Miss Jodie Carney	JOC	English Teacher
Mr Joel Darko	JOD	Mathematics Teacher
Mr Jonathan King	JOK	Art and Design Coordinator
Mr John Leonard	JOL	Student Performance Coordinator; Computer Science and ICT Teacher
Mr Jeremy Grigg	JRG	English Coordinator (Higher Phase), Debating Coordinator
Mr Jeslyn Asir	JSA	Music Tutor (Piano)
Mr Joshua Lewis	JSL	Biology and Science Teacher
Miss Kerry Austin	KEA	Assistant International Award Coordinator
Mr Kevin Owen	KEO	Music Tutor (Woodwind)
Mr Kenneth Price	KEP	EPQ Coordinator; Business Subjects Teacher



## ACADEMIC STAFF

Mr Keith Turner	KET	Chemistry and Science Teacher
Miss Kirsty Ashton	KIA	Mathematics Teacher
Mr Kosa David	KSD	Mathematics Teacher
Miss Lindsay Gilmour	LIG	Physics Coordinator; PSHE Coordinator; Physics and Biology Teacher
Miss Linda Ward	LIW	Assistant Foreign Languages Coordinator (German)
Mr Luke Hegarty	LKH	History and Social Studies Teacher
Miss Lamyaa Hassan	LMH	Arabic Teacher (Arabic for Arabs and Arabic for non-Arabs)
Miss Lorraine Cavanagh	LOC	Computer Science and ICT Teacher
Miss Lauren Lefebvre	LRL	Physical Education Teacher
Miss Lucy Ferris	LUF	Physical Education Teacher
Miss Lucy Titley	LUT	Physical Education Teacher
Mr Mahmoud Al-Sisi	MAA	Arabic Teacher (Arabic for Arabs)
Mr Mahmoud Refaat	MAR	Arabic Teacher (Arabic for Arabs)
Mr Mark Wayne	MAW	Physics and Science Teacher
Mr Madalin Turuica	MDT	Physical Education Teacher
Miss Megan Caldwell	MEC	Physical Education Teacher
Miss Meryl Martin	MEM	English Teacher
Mr Manaf Al-Kairat	MFA	Islamic Studies Teacher (Islam for Arabs, Islam for non-Arabs)
Miss Mollie O'Connor-Convery	MOC	English Teacher
Mr Mark Rogers	MRR	English Teacher
Miss Maxine Reardon	MXR	Mathematics Teacher
Dr Neil Higginson	NEH	Chemistry and Science Teacher
Mr Paul Blackledge	PAB	Mathematics Teacher
Mr Paul Kemp	PAK	Geography Coordinator
Mr Peter Halpin	PEH	Physics and Science Teacher

## ACADEMIC STAFF

Mr Peter Martin	PJM	Foreign Languages Teacher (French)
Mr Pankaj Chaurasia	PNC	Physics and Science Teacher
Mr Rao Annamneedi	RAA	Lifeguard / Teaching Assistant
Mr Ray Lane	RAL	Physical Education Teacher
Miss Rebecca Fauvel	REF	English Teacher
Miss Renée Richards	RER	Chemistry and Science Teacher
Mr Ravichandra Mavooru	RVM	Mathematics Teacher
Mr Ryan Chandler	RYC	Mathematics and Chemistry Teacher
Mr Ryan Dreyer	RYD	Mathematics Teacher
Miss Sarah Lilley	SAL	History and Social Studies Teacher
Dr Samer Swadat	SAS	Islamic Studies Teacher (Islam for Arabs)
Mr Sebastian Gray	SBG	Art and Design Teacher
Mr Scott Weninger	SCW	Physical Education Coordinator (Primary)
Miss Sara De Angelis	SDA	Foreign Languages Teacher (French)
Mr Stephen Peacock	SEP	Mathematics Coordinator (Higher Phase); Night School Coordinator
Mr Simon Amura	SIA	Assistant Head Teacher (Academic - Higher Phase)
Miss Sally Palmer	SLP	Art and Design Teacher
Miss Sophie Gore	SOG	Mathematics Coordinator (Middle Phase)
Miss Sophie Rees	SOR	Assistant Design and Technology Coordinator
Miss Sue McGee	SEM	English Teacher
Miss Suzanne Davey	SUD	Business Subjects Coordinator
Mr Tom Campbell	THC	Assistant Head Teacher (Pastoral - Sixth Form)
Mr Tim Whybrow	TIW	Business Subjects Teacher
Mr Umair Attique	UMA	Mathematics Teacher
Miss Vicky Martin	VCM	Assistant Phase Coordinator (Higher Phase)
Mr Waleed Al-Abboud	WAA	Islamic Studies Coordinator

# CLASS TUTORS

Tutor Group	Class Tutor	Initials	Tutor Room
12.1	Dr Neil Higginson	NEH	T01
12.2	Mr Brendan Lavery	BRL	T02
12.3	Mr Peter Halpin	PEH	T03
12.4	Miss Sally Palmer	SLP	T07
13.1	Miss Renée Richards	RER	P01
13.2	Dr David Williams	DAW	P02

## STAFF EMAIL ADDRESSES

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

For example: emb@bsk.edu.kw is the email address for Miss Emma Bowie.

Students should always include their full name (using the spelling recorded on the SIMS database), tutor group and admission number in any email to a member of staff.

## HOW TO USE YOUR STUDENT PLANNER

Your planner is a very important book. It helps you organise your homework and plan ahead for tests. It is your initial resource for school policies and procedures, and the main means by which you will record important information. All Sixth Form students should use their planners according to the following guidelines.

### On the first day of the academic year

- Complete the 'Personal Details' section on page 3.
- Read and sign the Student Charter on page 4.
- Complete the weekly timetable on page 150, including room numbers (where known).
- Set yourself a homework for tomorrow to put a clear plastic cover on your planner.

### During the first week of the academic year

- Write your teachers' names and initials in the table on page 148.
- Record on your weekly timetable (page 150) the room numbers of all your lessons.
- Ensure that you understand all the policies and procedures detailed in your planner.

### Each day

- Record your attendance in the attendance chart on page 140.
- Take notes on any information that applies to you from the briefing read to you by your tutor.

## Each lesson

- Take your planner to Tutor Time and to every lesson, including PE.
- If you do not have a planner, the teacher will inform your tutor, who will log -1 point.
- Keep your planner on your desk throughout every lesson (except PE).
- Record all homework and its due date very carefully.
- You must not record your homework anywhere except in your planner.
- If ever you do not receive a homework, write "No homework" beside that subject.
- Record future assessment dates carefully, so that you can prepare thoroughly.
- Record all your assessment results. Your parents have a right to know!

## Each evening and weekend

- Check your planner carefully. Plan ahead and spread out your homework.
- Cross out each homework only when it is complete and packed in your school bag.

## Each weekend

- Show your planner to a parent so that they can review the previous week.
- Ensure that a parent signs to show that they have checked your planner.
- Write your homework subjects into the left hand column for the next week.

## Your tutor's role

- Each morning, your tutor will check you have brought your planner to school.
- If you have failed to bring your planner, your tutor will log -1 point.
- Each week, your tutor will check that you have been using your planner correctly.
- Your tutor will sign your planner weekly. Your tutor may also wish to write a comment.

## Take care of your planner!

- Your planner remains school property. You may use it only according to these rules.
- You must keep your planner in good condition. Do not fold, tear or deface it.
- It is your responsibility to look after your planner. Take great care not to lose it.
- If you think your planner might be lost, see AHT(P) for a temporary record sheet.
- If you really have lost your planner, see AHT(P) for a replacement. It will cost KD2.

# ATTENDANCE POLICY

Excellent attendance and punctuality are essential factors in educational success. By contrast, poor attendance and/or lateness are significant factors in most cases of academic underperformance.

Research conducted in Britain has shown that students with 95% school attendance perform almost twice as well in Year 11 external examinations as students with 90% attendance.

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

## Arrival and line-up arrangements

From 06.45 onwards supervision is provided in Marble Arch for students in the Higher Phase.

Students should arrive to school by 07.30 daily, in time for the 07.32 bell, except during Ramadan when a revised timetable applies.

To assist you in keeping track of your attendance and to help you monitor whether you have brought in absence notes, we have placed a blank attendance sheet on page 140. Please use this daily to record your attendance.

Higher Phase students should enter the campus through Gate W1, at the rear of Marble Arch. Upper Department students must wait in the Marble Arch and may only use the Marble Arch toilets WA01 (girls) or WA02 (boys). Upper Department students may not pass through Gate S1 or Gate S2 except, if necessary, to access the Clinic (room CG02).

The first bell, at 07.32, indicates that all students should move immediately into their line-up positions, if they are not already in the correct location.

The second bell, at 07.35, signals the start of the Tahya Al-Kuwait and National Anthem. All students should stand respectfully, facing the Kuwait flag.

## Registration Sessions

Session attendance registers are taken twice each school day.

Tutor Time is from 07.35-08.00 and the attendance code recorded relates to the entire morning session.

Secondary Periods 9-10 is from 13.25-14.35 and the attendance code recorded relates to the entire afternoon session.

Absence from Tutor Time (07.35-08.00) or Secondary Periods 9-10 (13.25-14.35) constitutes a session absence for half of a school day. Two sessions, or 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 and transcripts.

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.

In order for an absence to be authorised the correct procedure must be followed. At present this is a paper based process, although the plan is to move to a digitised system before the end of the academic year.

Absence from school may be authorised absence only for the following reasons:

**Code M:** medical or dental. This is authorised only upon receipt of documentary evidence that the student 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 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 outside of Kuwait. The decision as to whether or not to authorise absence for this reason will depend upon the circumstances and is to be considered on a case by case basis.

**Code I:** Attending university interviews; pre-university testing; 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 circumstances; bereavement or compassionate reasons; attending a funeral; official Ministry/embassy related business; taking a driving test. Evidence may include parental letters, confirmation of appointments or test bookings etc.

The following reasons for absence are unacceptable and remain unauthorised. However, if they are explained and the student 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;
- moving house;
- 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 explicitly by this policy must be referred to the Head Teacher (HT). This may often be granted, for high-level competitions, or other valuable activities, with the HT's approval for each specific case.

The following circumstances are not considered to represent absence, for statistical purposes, and do not therefore need to be authorised:

- External or internal suspension from school;
- Educational visit, in or out of Kuwait, eg field trip, Duke of Edinburgh's
- International Award expedition, BSME competition;
- Official Year 11-13 study leave.

School days on which special events take place, such as the Higher Phase Sports Day and Higher Phase Enrichment Day, are considered to be normal school days. This entire policy applies equally to such days.

There is a one week time limit for retrospective amendment of a student's attendance record following the late receipt of either an SE A2 form or where documentation supporting SE A2 and WS A1 requests for authorisation are provided after the fact. However, any winter or summer school report, or official transcript issued between the period of absence and the receipt of the explanatory document will not be amended or reissued.

## Full-day absences and part-day absences involving late arrival to school

The procedure for authorising full-day absences, as well as part-day absences that involve a student arriving to school after Tutor Time, is outlined below:

1. The parent or student obtains form SE A2: Authorisation of Student Absence from School from the AHT(P), APC, BSK Reception or from [www.bsk.edu.kw/documents](http://www.bsk.edu.kw/documents).
2. The parent completes the form, attaching any supporting documentation available.
3. The student submits the form to their Class Tutor at least one day prior to any foreseen absence or on the first day back after an unforeseen absence.
4. If evidence is provided in advance along with the SE A2 form the Class Tutor will evaluate the documentation submitted. If they can authorise the absence the relevant code will be entered onto the system. In the event of a query the Class Tutor will refer to the AHT(P) or APC for clarification.
5. If evidence is not yet available the Class Tutor will update using absence Code O (explained but unauthorised) to update the system for the relevant session(s). The student will be advised to submit a supporting document upon their return to school so that authorisation can be considered.
6. If part-day absence involves entering the campus during the school day, the student should enter from the front of the school via Gate PL11, before going to Gate PL7, which is the security office at the rear of Park Lane. The security guard at Gate PL7 will record the time of entry on the school attendance database. The student should then go directly to class.

## Part-day absences involving early departure during the school day

The school places great emphasis on classes keeping pace with schemes of work. The attendance of students in lessons is very important, and withdrawal of students from timetabled classes will disrupt the curriculum.

The procedure for authorising part-day absences that involve a student leaving campus early during the school day is outlined below:

1. The parent or student obtains form WS A1: Authorisation of Student Release from School from the AHT(P), APC, BSK Reception or from [www.bsk.edu.kw/documents](http://www.bsk.edu.kw/documents).
2. The parent completes the form, attaching any supporting documentation available.
3. The student submits the form to their AHT(P) or APC at least one day prior to any foreseen early departure or upon their return to school.
4. If the request is approved the AHT(P) or APC will record the approval on the school system and return the WS A1 form to the student, who should retain it so that they can present it to the Security Team in order to be able to leave the campus.
5. The student should show the WS A1 form to their teacher at the start of the lesson and may leave the class 5 minutes prior to the stated departure time, when they should go directly to BSK Reception.
6. A member of the Reception Desk Team is responsible for checking the ID of the person collecting the student. Once their identification has been verified they will sign, date and stamp the form, which can then be given to a member of the Security Team at Gate PL11 in order for the student to leave the campus. The Security Team will keep the WS A1 form and return to AHT(P) or APC.
7. In the event that a part-day absence involves a student leaving and then returning to the campus they should enter from Gate PL7, which is the security office at the rear of Park Lane. The security guard at Gate PL7 will record the time of entry on the school attendance database. The student should then go directly to class.

Parents may not come to the front reception desk during the day and expect to withdraw their children without prior notice.

In accordance with Ministry of Education guidelines, we would advise parents strongly that students should not be withdrawn from their classes, except in the case of an emergency or unavoidable medical appointment.

Students who leave school early without any supporting evidence will have this absence recorded as **Code O** (explained and unauthorised) for the afternoon registration session. The student will then need to follow the procedure outlined above and submit supporting documentation in order to have this part day absence authorised.



An exception is made in the case of a student who has left school on the recommendation of the School Clinic. In such a case the student's absence for the remainder of that school day will automatically be authorised as **Code M** (medical). However, should the absence extend into a second day, the usual evidence will be required before such absence is authorised as **Code M**. A further exception is made for the siblings of students who leave school on the recommendation of the School Clinic, in the event that the parent also needs to take them. Such cases are authorised as **Code C**.

## Consequences of unauthorised absence

In the event that an absence results in a student missing a scheduled test or assessment that contributes to a tracking grade, it is expected that the student will send an email to their teacher to inform them of their absence as soon as possible. If documentation is provided that enables the absence to be authorised, it may be possible for the student to take the assessment on another occasion or for their absence to be taken into account. If this does not happen, the student will receive a score of 'zero' and this will be reflected in the tracking grade.

All absences must be explained. Whether or not they are authorised is determined by the Department Coordinator. If a student is absent from school but has not followed the procedure outlined above the AHT(P) or APC will inform the Class Tutor, who will follow up with the student during Tutor Time on their first day back in school.

It is the student's responsibility to ensure that they adhere to this procedure and, in line with the Secondary Rewards and Sanctions Policy, students who fail to do so will be sanctioned each morning until the situation has been rectified.

The school will send a first warning letter to parents if their child accrues five full days or ten half-day sessions of unauthorised absence during an academic year.

The school will send a second warning letter after ten full days or twenty half-day sessions of unauthorised absence.

If a student accrues fifteen full days or thirty half-day sessions of unauthorised absence, the school will issue a third and final warning letter. The school will also inform the Private Education Department, who will take the appropriate action, which may include the student being deemed to have failed the academic year.

All attendance data is included on school reports and official transcripts.

## Lateness to school after 08.00

All lateness after the beginning of Tutor Time is recorded.

Lateness before the end of Tutor Time is recorded by the Class Tutor as attendance

**Code L.** In such instances the student is considered to be present for the morning session. Such lateness is included in statistical analyses of lateness and appears on student reports and transcripts.

Lateness due to a late bus, or another reason agreed in advance by the Head Teacher, is recorded by the Class Tutor as attendance **Code B**. Such lateness is not included in statistical analyses and does not appear on student reports or transcripts.

## Lateness to school after 08.00

Marble Arch Gate W1 is closed at 08.00. Any student arriving after that time, or who arrives just before 08.00 but fails to arrive in their tutor room in time to be recorded as late by their tutor, must ensure that they enter the campus from the front of the school via Gate PL11, before going to Gate PL7, which is the security office at the rear of Park Lane. The security guard at Gate PL7 will record **Code G** lateness and the time of entry on the school attendance database.

**Code G** lateness constitutes unauthorised absence for the entire morning session. **Code G** lateness is included in statistical analyses of lateness and appears on student reports and transcripts.

Arriving too late to attend Tutor Time but failing to enter through Gate PL7 is a breach of this policy and is sanctionable. The consequence of not entering through Gate PL7 is that the student will have been recorded for the morning session as **Code N** (unauthorised absence) by their Class Tutor. Once the situation is understood, the Class Tutor will overwrite the morning session mark to **Code O** (explained but still unauthorised). The student should then use form SE A2 to apply for retrospective authorisation of the session absence.

## End of day procedure

At 14.35, all Secondary students are released from lessons. Students who travel by school bus must go directly to their buses, which begin leaving the school at or shortly after 14.40. Secondary car students with Lower Phase siblings must move to Wembley East via Gates BS01 and BN01.

Once non-bus students leave the campus, they must go directly to their cars, which should then drive away immediately. Once students have left the campus they should not re-enter unless they have not been collected by car for an unforeseen reason. Students should then remain at Gate PL7 until they are collected.

Students who are not authorised to attend afterschool activities must leave the campus by 14.45.

Any student who has been absent from school may not arrive to take part in afterschool activities or events on that same day.

# THE SCHOOL DAY (SIXTH FORM)

The timings of the school day are the same for Sixth Form students as for students in Years 6-11. Exceptions to this are outlined below.

## Morning Line-up

Sixth Form students may wait inside the Sixth Form Centre until 07.30, when they must move to Marble Arch in good time for morning line-up, taking their bags with them. Following the National Anthem, students must move directly to tutor rooms for Tutor Time. This time is important for the dissemination of information and messages, and for the completion of general housekeeping tasks. Any spare time should be used constructively – Tutor Time must not be considered “free” time.

## Break Time

During their breaks, Sixth Form students may spend their time in the Sixth Form Centre, either engaged in private study or socialising in the common rooms. Eating and drinking is not permitted in the private study areas.

## Private Study

The school day is divided into five lessons, consisting of ten periods. During these times, students are expected to be attending lessons, or in private study in the Sixth Form Centre if no subject lesson is scheduled. Most students will have on average one private study lesson each day, depending on the number of subjects being taken.

Students are expected to treat private study as a normal lesson, arriving on time and in an orderly manner, and thereafter to be engaged in constructive and focused individual study for the duration of the lesson. Eating and drinking (except for bottled water) is not permitted during private study. Talking is not permitted in the private study areas – students found doing so will be sanctioned for causing a distraction to others.

Students are not permitted to leave the Sixth Form Centre without first seeking permission from the Sixth Form AHT(P). If unavailable, permission should be sought from the Upper Department AHT(P), or another member of staff based in the offices within the Sixth Form Centre. Sanctions will be applied to any student not compliant with these expectations.

## Assembly

Once a week, Sixth Form students and tutors will meet in the Sixth Form Centre for an assembly instead of attending line-up. In order to ensure that there is enough space for everyone, please leave your bags in tutor rooms.

# LAPTOP COMPUTERS

To access all your work, you must always bring:

- A Windows laptop or tablet
  - BSK network-enabled
  - All required software
  - All your work files
  - Fully charged
- A compatible charger.

If your computer or charger are not working correctly, or if you do not yet have all the required software (as detailed below), you must arrange for a parent to write a note in your student planner. The note should explain the circumstances and provide an estimate of the date by which the problem will be solved.

Class Tutors check every morning that students have brought a suitable computer and charger. If you have not brought a laptop and compatible charger to school, and if you have not brought a parental note (as above), your Class Tutor will log the offence and follow-up.

## Regulations

All connections to the internet must be through the school network.

While on the campus, students may only use their computers for schoolwork. In particular, students may only access websites and download material as required for the successful completion of classwork, homework, and consolidation activities.

Sixth Form students may also use their laptops to complete research and tasks relating to university applications and other approved activities.

The use of Virtual Private Network (VPN) software is strictly forbidden, as is any other attempt to circumvent ISP-level or school-level protections.

Students must not share their password for any school-related account.

Teachers will not normally permit a visit to the Systems Helpdesk during lessons.

These regulations are enforced by all teachers. Any infringement will be logged.

## Required software

All students of BSK are able to download complimentary copies of MS Office 365 for Windows, details to be provided at the beginning of the academic year for new students.

All Secondary students are expected to be able to use Microsoft Word, Microsoft Excel and Microsoft PowerPoint. Any other software which teachers will require students to download will either be freeware or provided by the school.

Students of AS Level and A Level Computer Science must have the current version of Microsoft Office 365 for Windows, including Microsoft Access. Please note that the Apple Macintosh versions of Microsoft Office are not appropriate, as they do not include Microsoft Access, which is essential for both courses.

Students of Fine Art and Photography at AS and A Level must have a working copy of Adobe Photoshop. Students of Graphic Design must have the full Adobe Creative Suite (CS3 or higher) including InDesign and Illustrator as well as Photoshop. The school may be able to help by providing a cost-effective subscription to Adobe Creative Cloud; please ask for details.

In the event that a teacher notices that a student does not have the required software, the teacher will inform the Class Tutor, who will log the offence and follow-up.

## PRESENTATION STANDARDS FOR WRITTEN WORK

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

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

### Take care of your books

- Cover your student planner and exercise books in clear sticky plastic on the day they are issued, before they have a chance to get worn or dirty! Use extra sticky plastic to overlap the first and last pages so that the cover stays clean and does not tear off.
- Take care not to 'doodle' or otherwise vandalise your exercise books or planner.

## Use the correct pen or pencil

- Use only dark blue or black pens. Buy pens that will not go through the paper to the other side.
- Use a red pen if you are marking your own work.
- Use a sharp pencil for drawings, diagrams and graphs.
- Use colouring pencils, not crayons, felt-tip pens or markers – Unless your teacher allows you.
- Highlighter pens may be used, if your teacher allows, to draw attention to key words or phrases.

## Getting ready to work

- If your exercise book does not have left margins, rule them neatly. Some subjects also use top, right and/or central margins. Follow your teachers' instructions carefully.
- Write the date at the start of each day's work. For Science and Mathematics use the numerical form, for example: 03/09/19. In all other subjects use the written form, for example: 03 September 2019.
- 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.

## Working neatly

- Put all numbering and lettering of questions in the margin.
- Use your best handwriting and write on the lines. Take pride in your work!
- Make sensible use of space. Do not crush your work, so that it becomes hard to read. Do not space it out too much, so that you waste paper.
- Corrector fluid is not permitted in school. If you make a mistake, just rule a single line through it and then correct it.
- Always use a ruler for underlining and for any diagrams which require straight lines.

## So many rules! What's in it for me?

### If you follow these rules carefully, you will discover that:

- lovely neat work can be done almost as quickly as horrible messy work;
- the process of presenting work well will help you organise your thoughts and learn more easily;
- revising from neat, organised work is quicker and more effective. You will learn more, in less time.

## How your teachers will help

- your teachers will help by refusing to accept work that does not meet these standards.
- particularly neat or well organised work can earn you an achievement housepoint.
- failing to follow these rules is a disciplinary offence and will be logged on the behaviour database.

## UNIFORM POLICY

Correct school uniform must be worn both at school and when engaged in off-campus school activities. The only exceptions are certain field trips and creative arts or sporting activities for which school uniform would be unsuitable. Such instances are agreed between the activity organiser and the Head Teacher.

### Standards of appearance

School uniform items should fit properly and must not be dirty, faded, frayed or torn. Students must ensure that they have sufficient quantity of each uniform item to wear the correct items every day.

Students' personal appearance is also important. A smart personal appearance helps focus students on their work and thereby supports learning.

### Skirts

- Girls' skirts must be at least knee length.
- It is the responsibility of the student to ensure that the skirt they purchase from the Royal Scot meets this requirement.
- If skirts do not meet this requirement, a replacement skirt will need to be purchased.

### Trousers

- Boys' trousers must be worn on the waist, not the hip.
- If a belt is worn, it should be plain black with a simple grey, black or silver buckle.

### Blouses

- Girls' blouses with a tailored bottom edge may be worn outside of skirts.
- Blouses with a straight-cut or untailed bottom edge must be tucked into skirts.

- Top buttons must be fastened at all times.
- If a vest or other garment is worn under the blouse, it must be tucked securely into the skirt and must not be visible through the blouse, at the neck or at the sleeves.

## Shirts

- Boys' shirts must be tucked securely into trousers at all times.
- Top buttons must be fastened at all times.
- Long-sleeved shirts must be buttoned at the cuff.
- If a vest or other garment is worn under the shirt, it must not be visible through the shirt, at the neck or at the sleeves.

## Ties

- The tip of the broad end should be at or just above the top of the trouser or skirt waistband.
- The knot should be a standard size - neither too tight nor too large.
- The knot should cover the top button of the shirt or blouse.
- Recipients of School Colours or Sports Colours may instead wear the special tie to which they are entitled.
- Senior Prefects also wear special ties.

## Shoes

- School shoes should have black leather uppers (not patent or suede).
- The sides of the soles should also be black.
- The shoes must have a formal, businesslike style.
- The shoes must not have sports-style soles or stitching.
- The heel should be very low. Platform soles are not permitted.
- Shoes should not have prominent buckles or obvious branding.
- School shoes should be kept well polished.

## Sixth Form Jacket

- Collars must not be turned up.
- Sleeves must not be rolled or folded up.
- Students may remove their jackets during lessons but must wear them elsewhere on the campus.

*\* The Sixth Form jacket is optional during the normal school day when summer uniform is being worn. However, Prefects and other Sixth Form students representing the school may be required to wear the jacket.*



## Hair

- Students' hair may not be shorter than a No.3 cut, which is 9 millimetres in length.
- Boys' hair may not cover their eyebrows or extend below the top of their shirt collar.
- Boys may not have facial hair, except that they may wear a neatly trimmed moustache.
- Boys may not have noticeable stubble.
- Sideburns should be short and natural in appearance, not unduly styled.
- Girls with hair that is longer than their collar must have it tied at the back, either into a ponytail, bun or plait. Two ponytails or plaits are also acceptable.
- Girls' hair accessories may only be plain purple or black.
- Students may not dye or highlight their hair in any way.
- Students may not use products such as hair gel, wax, mousse, cream or oil.
- Students may not have unruly, unnatural or eccentric hairstyles. In particular, hair may not be cut or shaped into mohawk, fauxhawk, quiff or rattail styles.
- Lines or shapes may not be shaved into hair or eyebrows.
- If the back and sides are worn short, this length should be blended gently into a slightly longer top. The top should not be considerably longer than the back and sides.
- Any student whose hair is inappropriate will be sanctioned and must buy and wear a BSK cap until such time as the situation can be corrected. However, any Muslim student who has their hair shaved when performing Umra will not be sanctioned or required to wear a cap.

## Jewellery and Accessories

- Girls may wear a matching pair of very small, plain gold or silver stud earrings in the lobe of each ear. No other piercings are acceptable.
- Wristwatches should not be an eccentric size, style or colour. Smartwatches are banned.
- Eyeglasses should not be an eccentric style or colour.
- Students may not wear sunglasses or glasses with tinted or light-reactive lenses.
- Students may not wear coloured contact lenses.
- Official BSK badges and BSK charity ribbons may be worn on the tie, ID badge lanyard or jacket lapel.
- No other jewellery or accessories may be worn.

## Cosmetics

- Students may not use eye makeup or facial makeup.
- Students may not use lipstick, lip gloss or coloured lip balm.
- Students may not use nail polish. This includes gels and acrylics.
- Students may not wear henna tattoos.
- Students may not have any writing or drawing on their skin.

## Hijabs

- The plain, unbranded, white cotton hijab worn by Sixth Form girls, should be worn tight to the head and modestly covering the neckline, not hanging down or draped over the shoulder or back. If a garment is worn underneath the hijab, it should also be plain, unbranded, white cotton..

## Sikh students

- Sikh students may grow their hair and wear a plain grey turban of modest proportions.
- Sikh students may wear a kara.
- Sikh students may carry only a small symbolic kirpan which is incapable of causing injury. These must be checked by the AHT(P).

## Adjustments to uniform items

- Uniform items bought in the Royal Scot must not be altered in any way without written permission from the AHT(P).
- The only exception to this rule is for the length of trouser legs.

## Schoolbags

- Students may choose suitable shoulder bags or backpacks, laptop cases and lunchboxes. These should be safe, appropriately branded and suited to their purpose.
- Bags and lunchboxes should be small enough to fit into lockers and bag boxes.
- The student's name, tutor group and admission number should be either on a label or written in modestly sized text in an unseen place on each bag or box.
- No inappropriate or potentially offensive writing, patches, stickers or badges should be added.
- Wheeled bags are a banned item.

## Labelling uniform items

- Students should use a fabric pen to write their admission number, clearly but in an unseen place, on uniform items which may be removed during the day.
- Students may also wish to purchase printed name labels from the Royal Scot.

## Photographic identification badges

- The student ID badge comprises a printed card, its plastic holder and the BSK lanyard.
- The student ID badge is an essential uniform item.

- The badge is issued free of charge at the beginning of each school year.
- The badge remains the property of the school.
- The badge must not be concealed, altered, defaced or accessorised.
- Any student who loses or damages their printed card must order a new one immediately. They should see AHT(P) about this.
- Any student who loses or damages their lanyard or holder must buy a replacement from the Royal Scot. One day's grace is allowed, to enable the student to bring the correct money.
- The same rules apply to replacement cards, lanyards and holders as to the original items.

## Adverse weather

During the Winter Uniform period:

- Coats may be worn as well as, but not instead of, school jacket.
- Students may wear only the scarf, gloves or hat from the BSK knitwear pack.

During the Summer Uniform period:

- In the event of rain, jackets may be worn outside school buildings, but not inside.
- Students may not wear a pullover, coat, scarf, gloves or hat.

At any time:

- In the event of rain, students may wear formal, black leather shoes in a heavier than normal style, but may not wear boots.

## Changeover periods

- There are two uniform changeover periods: in autumn, when students change from summer to winter uniform, and in spring, when students change from winter to summer uniform.
- During changeover periods, students may choose to wear either the summer or winter uniform specified for their department.
- However, students must not mix-and-match summer and winter uniform items.

## Relaxation of the Uniform Policy

- In the event that a uniform item which could only reasonably be replaced during a weekend is lost or damaged (eg shoes) the student will not be sanctioned for the remainder of the week. This concession will be written in the planner of the student by the AHT(P).

- Students may take part in occasional mufti days, in line with the dress code for the day.
- Students who will be leaving for Model United Nations straight after school should wear business dress instead of BSK uniform on that day.
- The situation in which a student is injured and needs to wear a bandage or plaster cast might require some relaxation of this policy. Plaster casts should not be written on. In such instances, the AHT(P) will write a note in the student's planner.
- Any other deviation from this policy will only be considered upon receipt by the Head Teacher of a parental request letter and an official medical report. Approval is not automatic and normal uniform must be worn until the request is approved.

## Monitoring of uniform and appearance

This Uniform Policy has been agreed by the Strategic Management Team (SMT) and is enforced by the Higher Phase Leadership Team (HLT). The wearing of correct school uniform and adherence to these standards are closely monitored by all tutors and teachers, who apply sanctions in the event of any and all policy breaches.

In the event of a serious breach of this policy, the AHT(P) may escort the student to the Royal Scot to obtain a correct uniform item or send the student home to correct their uniform or appearance.

In the event of any dispute about the application of this policy, the Head Teacher will arbitrate. In the event of any continued dispute, the Principal will be the final arbiter.

## SIXTH FORM UNIFORM

All uniform items marked 'BSK' below must be purchased from the Royal Scot. As well as wearing the correct uniform items, students must adhere to all required standards of appearance.

### SF Summer Uniform – Girls

- BSK striped three-quarter sleeved blouse with logo
- BSK grey A-line skirt (see further points on page 23)
- BSK sheer black tights
- or BSK sheer skin-tone tights
- or BSK plain white ankle socks
- Well polished formal black leather low-heeled shoes
- BSK student identification badge
- Plain black or purple hair accessories
- Optional, but encouraged: House flag badge
- Optional: BSK grey Sixth Form jacket\*

- Optional: Plain, unbranded white cotton hijab, with BSK striped long-sleeved blouse with logo

## SF Summer Uniform – Boys

- BSK striped long-sleeved shirt with logo
- or BSK striped short-sleeved shirt with logo
- BSK Sixth Form tie
- BSK grey trousers
- BSK grey socks with purple stripes
- Well polished formal black leather shoes
- BSK student identification badge
- Optional, but encouraged: House flag badge
- Optional: BSK grey Sixth Form jacket\*

## SF Winter Uniform – Girls

As for summer, except:

- BSK grey jacket (compulsory)
- BSK striped long-sleeved blouse with logo
- BSK sheer black tights (not socks)
- Optional: BSK grey pullover

## SF Winter Uniform – Boys

As for summer, except:

- BSK grey jacket (compulsory)
- BSK striped long-sleeved shirt
- Optional: BSK grey pullover

*\* The Sixth Form jacket is optional during the normal school day when summer uniform is being worn. However, Prefects and other Sixth Form students representing the school may be required to wear the jacket.*

## Others

Fine Art students may purchase a BSK Art apron and wear it at appropriate times to protect their uniforms.

Sixth Form students of Chemistry are required to wear their own white laboratory coat when involved in practical science lessons. Pearson Edexcel requires Chemistry students to wear a laboratory coat during Core Practical Assessments. Safety goggles are provided by the school.

AS and A Level PE students should wear their full school uniform for theory lessons.

Where there are practical lessons, students will be expected to wear the regular BSK PE uniform, or the GCSE PE uniform, as they did in Year 11.

Recipients of School Colours or Sports Colours may instead wear the special ties to which they are entitled. The Senior Prefects also wear special ties.

## **MUSIC PERFORMANCE DRESS**

BSK students demonstrate the highest standards of professionalism when performing music. In order to create a matching visual impact, performers must adhere to this dress code. Any student who is not dressed correctly will not be allowed to play or sing as part of BSK musical performances.

### **Boys:**

- Plain matt black two-piece suit (not velour or velvet effect)
- White long-sleeved shirt
- Plain black bow tie
- Plain black socks
- Formal black leather shoes (well polished)
- (Sikh boys) Plain black turban.

### **Girls:**

- BSK performance dress (ankle length, from the Royal Scot)
- Black ankle socks or black tights
- Black leather shoes with low heels (well polished)
- Long hair must be tied well back or into a bun, using only plain black hair accessories
- Plain black hijab (optional)
- No makeup or lipstick
- No jewellery except very small, plain gold or silver stud earrings.

# **HOMWORK POLICY**

Homework is a vitally important part of how we help our students work, think and learn independently. Homework tasks include written work, research, project work, reading, learning work and revision.

Completing homework diligently gives students a wide range of skills and qualities, helping them 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 their 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 their knowledge by learning facts and information for tests and examinations
- research information from books and online sources.

## **The student planner**

Sixth Form students must bring their planner to Tutor Time and to every lesson. All homework tasks, future assessment dates, assessment results and other such information should be recorded in the planner.

Students may not use any other method of recording such information, as that would make it impossible for parents and tutors to check and intervene.

Failure to use the planner correctly will be logged and may result in sanctions.

## **Technical requirements**

Some homework requires students to access the internet.

Students will also need an A4 colour printer at home, as they may be required to print completed homework. Students should ensure that they have sufficient plain white A4 paper and printer ink or toner.

## **Homework arrangements**

Sixth Form students can expect to be set up to one hour's homework in all lessons each day, excluding revision, practice and/or assessment preparation.

Teachers may wish to combine homeworks. For example, a teacher may set a project with an expected completion time of approximately 5 hours in place of five separate homeworks for a given week.

## Incomplete homework

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

Examples include:

- a genuine lack of understanding (if the student made a timely effort to resolve the problem)
- an unavoidable technical problem (if the student tried to complete the homework an other way)
- an emergency situation or other unavoidable time pressure.

Any student facing such a situation must arrange for one of their parents to write a brief explanation of the circumstances in their Student Planner. It is the student's responsibility to obtain this written explanation.

Teachers will not sanction a student for failing to complete homework on time if the student has a parental explanation. However, the homework must be completed, in full, as soon as possible thereafter.

## Absence from school

If a student has been absent from school, it is their responsibility to find out the classwork and homework that was missed and to catch up as fully and as quickly as possible after they arrive back to school. Teachers will be sensitive to such factors as:

- the length of the absence
- how ill the student was
- 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 the student's responsibility to catch up as best they can.



# ATTITUDES TO LEARNING

Attitudes to Learning are designed to provide students, parents and teachers with a common vocabulary through which the learning process can be discussed and reported upon. Student are encouraged to reflect upon and take greater responsibility for their own learning, developing productive study skills and practices that will help them to succeed.'

<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

Assessment promotes learning by providing a continuous review of student achievement with regular and frequent feedback. This involves teachers, parents

and students in a dialogue, which provides information about student achievement and enables the setting of targets for self-improvement.

Sixth Form students follow AS and A Level programmes of study offered by the Assessment and Qualifications Alliance (AQA), Cambridge Assessment International Education (CAIE) and Pearson Edexcel examination boards. The examination boards set the grade boundaries for individual papers.

At AS Level, passing grades run from A-E.

At A Level, passing grades run from A\*-E.

'U' means 'unclassified' and is not a passing grade. Grade X indicates an inability to assess, usually due to non-submission or non-attendance.

Where internal assessments do not consist of complete examination papers, grade boundaries may be set at the discretion of each subject team.

## Academic Tracking

In Terms 1 and 3, students in Years 12 and 13 will receive a tracking grade for each of their examination subjects. The tracking grade/standard is indicative of the student's current performance in the subject, relative to the Pearson Edexcel, CAIE or Oxford AQA specifications.

In Terms 1 and 3, tracking grades are based upon a combination of sources including formal assessments, classwork, homework and in-class assessments. Term 2 tracking will be the same as the winter report grades and the reports issued in Term 5 will consist of final predicted grades.

## IN-CLASS ASSESSMENT REGULATIONS

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

The rules below must be followed at all times. This includes before, during and after the assessment.

- 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.
- Leave any item that is not allowed in your bag. Do not reach into your bag.
- If you have a mobile telephone in school, you must ensure that it is switched off.

- During the assessment, you may not borrow anything from another student or the teacher.
- You may not talk, communicate with, seek assistance from, give assistance to, or disturb other students.
- Do not sit in such a way that you can see any other student's answers or that they can see yours.
- At the end of the test, you must put your pen down and stop working immediately.

## Warnings

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

## EXAMINATIONS

All Sixth Form students sit midyear examinations in January and external public examinations in May and June. In addition, Year 13 students have a mock examination session in April.

For the internal midyear, mock, and external public examinations, complete adherence to the published rules and regulations is critically important. All relevant information can be found on the school website: [www.bsk.edu.kw/examinations](http://www.bsk.edu.kw/examinations).

## REWARDS

Our teachers understand that the most natural and effective reward is a genuine smile and a simple "Well done!" However, we also operate a formal rewards system within the Secondary school. The rewards system aims to acknowledge noteworthy achievements, to reinforce positive attitudes and to promote such achievements and attitudes amongst all students.

## Housepoints

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, other special achievements and service activities, in accordance with the Housepoint System.

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

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

Award badges are distributed 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.

## Privilege events

Relevant students whom the AHT(P) also deems suitable, may be invited to attend certain privilege events.

## Club Zero

All students who manage to avoid receiving any negative points over the course of Term 1, 2, 3 or 4 become members of Club Zero for the following term and receive a letter of commendation from the Head Teacher. Club Zero members receive 10 bonus housepoints for each term of membership and their names are published on the Club Zero webpage.

Those students 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 points instead of the usual 10 for Term 1.

## School Colours

The Higher Phase Leadership Team (HLT) may award School Colours to any Year 9-13 student who, in their opinion, has represented the school or served the school community in an exceptional way.

The award is in the form of a tie with twin gold diagonal stripes. School Colours may be worn for the remainder of the student's time at the school.

## Sports medals

Students will be awarded medals, during Sports Day, at morning line-up or in assemblies, for:

- winning events during sports day;
- winning certain International Schools Activities Conference Kuwait (ISACK) or British Schools in the Middle East (BSME) interschool events.

The names of school sports record holders are listed at [www.bsk.edu.kw/records](http://www.bsk.edu.kw/records).

## Sports Colours

If a student has achieved any two of the following within the same academic year, they will be awarded Sports Colours at the Sports Award Ceremony in May:

- Gold ISACK medal (team or individual)
- Gold BSME medal (team)
- Any BSME medal (individual).

This is reckoned per sport (eg swimming, football, athletics) not by separate sub-events within sports (eg different swimming strokes or different athletic disciplines).

An exception is made so that a student who achieves ISACK Gold in the same sport but in two age categories is also eligible for the award of Sports Colours.

The award is in the form of a tie with twin maroon diagonal stripes. Sports Colours may be worn for the remainder of the academic year in which they are received, and for the entire following academic year, but must be re-earned the following year to retain the entitlement to wear the special tie.

**Note:** The Higher Phase Leadership Team (HLT) may decide to remove School Colours or Sports Colours from any recipient whose standards of work, behaviour or attitude fall below the very high level expected of the holder of such a prestigious and visible award.

## HIGHER PHASE PRIZE GIVING

The annual Higher Phase Prize Giving, held in October, recognises returning students in the incoming Years 10-13 who have received certain Subject Awards, Excellence Awards and a range of Special Awards.

### Excellence Awards

Excellence Award winners are all-round achievers across a broad range of curriculum areas. Returning students in the incoming Years 10-13 whose end-of-year reports contained A\*, A, 9, 8 and 7 grades in at least 60% of their graded subjects will qualify for an Excellence Award. Those who gain A\*, A, 9, 8 and 7 grades in at least 80% of their subjects will qualify for an Excellence Award with Merit (M) and those with at least 95% an Excellence Award with Distinction (D).

### Subject Awards

Subject Awards are given to returning students in the incoming Years 10-13 who excelled in individual subjects in their end-of-year reports or public examinations. Subject Prizes are given to the students who achieve the highest result in their year group in the internal end-of-year examination. Subject Commendations are awarded to students who place second and third in each subject. In the event of a tie, or for subjects which do not hold end-of-year examinations, formal assessment

results are compared in reverse chronological order until the correct recipients are identified. However, in Physical Education, the full skills rotation is considered. In the unlikely event of equal marks across all formal assessments, the subject teams will consider other differentiating factors.

## Privilege events

Relevant students whom the AHT(P) also deems suitable, may be invited to attend certain privilege events.

## Special Awards

A range of special awards in various fields will also be awarded at the event. This will include the prestigious Head Teacher's Award, which is given to one returning student in each of the incoming Years 10-13 whose performance, in the opinion of the Head Teacher, has best exemplified the overall achievements and attitudes which we value at BSK.

# FESTIVAL OF ACHIEVEMENT AND GRADUATION CEREMONY

Our prestigious annual Festival of Achievement and Graduation Ceremony is held in Term 4 and is an opportunity to publically recognise the achievements and successes of our most senior students in Years 11-13.

This is a privilege event for which invitations will be issued to students who meet the published eligibility criteria. Please find below the graduation tier requirements for Year 12 students wishing to graduate in the academic year 2019/20.

The data contained within Term 3 Tracking Reports will be used to determine eligibility.

## Year 12 Graduation (Regular)

Conduct	To have an equal or greater number of positive points than negative points in Year 12.
Conduct	To have received 20 negative points or fewer whilst in Year 12.
Attendance	To have a minimum of 90% attendance in Year 12.
Attendance	To have fewer than five days (or half-day equivalents) of unauthorised absence in Year 12.
Academic	To have obtained A-E grades in all AS Level subjects.

## Year 12 Graduation (with Honours)

Conduct	To have an equal or greater number of positive points than negative points in Year 12.
Conduct	To have received 10 negative points or fewer whilst in Year 12.
Attendance	To have a minimum of 95% attendance in Year 12.
Attendance	To have fewer than three days (or half-day equivalents) of unauthorised absence in Year 12.
Academic	To have entered for a minimum of three AS Level subjects
Academic	To have obtained A-E grades in all A Level subjects.

## Year 12 Graduation (with Distinction)

Conduct	To have an equal or greater number of positive points than negative points in Year 12.
Conduct	To have received 10 negative points or fewer whilst in Year 12.
Attendance	To have a minimum of 95% attendance in Year 12.
Attendance	To have fewer than three days (or half-day equivalents) of unauthorised absence in Year 12.
Academic	To have entered for a minimum of three AS Level subjects
Academic	To have obtained a minimum of two A grades at AS Level.

Students who meet the requirements to graduate either with honours or with distinction but who do not wish to attend the ceremony at the end of Year 12 will have their graduation tier recorded on the school website in recognition of their achievements.

Students who do not meet the criteria outlined above will be eligible to receive a letter confirming their completion of the academic year in question but will not receive an invitation to attend the graduation ceremony.

The Higher Phase Leadership Team will adjudicate any cases in which a student: narrowly fails to meet one of these requirements; for whom mitigating circumstances are applicable; or for whom a serious disciplinary issue emerges.

## Year 13 Graduation (Regular)

Conduct	To have an equal or greater number of positive points than negative points in Year 13.
Conduct	To have received 20 negative points or fewer whilst in Year 13.
Attendance	To have a minimum of 90% attendance in Year 13.
Attendance	To have fewer than five days (or half-day equivalents) of unauthorised absence in Year 13.
Academic	To have obtained A*-E grades in all A Level subjects.

## Year 13 Graduation (with Honours)

Conduct	To have an equal or greater number of positive points than negative points in Year 13.
Conduct	To have received 10 negative points or fewer whilst in Year 13.
Attendance	To have a minimum of 95% attendance in Year 13.
Attendance	To have fewer than three days (or half-day equivalents) of unauthorised absence in Year 13.
Academic	To have entered for a minimum of three A Level subjects
Academic	To have obtained a minimum of two A* or A grades at A Level.

## Year 13 Graduation (with Distinction)

Conduct	To have an equal or greater number of positive points than negative points in Year 13.
Conduct	To have received 5 negative points or fewer whilst in Year 13.
Attendance	To have a minimum of 95% attendance in Year 13.
Attendance	To have fewer than three days (or half-day equivalents) of unauthorised absence in Year 13.
Academic	To have entered for a minimum of three A Level subjects.
Academic	To have obtained a minimum of three A* or A grades at A Level.

Students who meet the requirements to graduate either with honours or with distinction but who do not wish to attend the ceremony at the end of Year 12 or Year 13 will have their graduation tier recorded on the school website in recognition of their achievements.

Students who do not meet the criteria outlined above will be eligible to receive a letter confirming their completion of the academic year in question but will not receive an invitation to attend the graduation ceremony.

The Higher Phase Leadership Team (HLT) will adjudicate any cases in which a student: narrowly fails to meet one of these requirements; for whom mitigating circumstances are applicable; or for whom a serious disciplinary issue emerges.

The Higher Phase Leadership Team (HLT) reserves the right to revoke eligibility to attend the graduation ceremony in the event that serious or chronic conduct, attendance or academic issues emerge following the release of graduation invitations.

## Subject Awards

Subject Prizes are also awarded to Year 11 students who obtain the top marks in their January mock examinations, and to Sixth Form students who do likewise in their midyear examinations. Subject Commendations are awarded to students who place



second and third in each subject. In the event of equal results, formal assessments are compared in reverse chronological order. For subjects in which there are no mock examinations, the top performing students are identified using internal criteria.

## Special Awards

As well as Subject Awards for Year 11-13 students, a number of Special Awards are presented which may include the following:

- the Council of International Schools (CIS) International Student Award, bestowed upon the student who, in the opinion of the Head Teacher and Festival of Achievement Committee, best fulfils the CIS criteria;
- the Council of British International Schools (COBIS) Student Achievement Awards which recognise outstanding individual achievement and contribution to school or community life;
- the Founder's Medal bestowed upon the parent, member of staff or (most often) student who, in the opinion of the Founder, has brought the greatest honour upon the school.

In recent years, other Special Awards presented at the Festival of Achievement have included a Leadership Award, a Service Award and a Creative Arts Award. Ambassadors also sponsor special awards for language proficiency.

## 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.

All teachers operate a zero tolerance system, without warnings, if Secondary students break the Code of Conduct in any way. All offences are logged on our student database.

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

These various sanctions are organised into categories and are detailed in the following pages.

# SANCTION TYPES

## Abusive

Deliberately rough physical contact (not fighting)	-3	AHT(P)
Rudeness or swearing	-3	AHT(P)
Highly offensive, eg sexual, racial or religious insult	-5	AHT(P)
Physical bullying, fighting, spitting, retaliation or assault	-5	AHT(P)/HT
Emotional bullying, intimidation or threat	-5	AHT(P)/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, Tutor Time or private study	-3	SCC/AHT(P)
Arriving after 08.00 and failing to sign in at Gate PL7	-3	AHT(P)
Truancy from school	-5	AHT(P)/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(P)
Forgery of a parental communication or signature	-3	AHT(P)
Plagiarism from a textbook, internet or other source	-3	SCC
Breaking the rules in an in-class assessment	-3	SCC
Breaking internal or external examination rules	-5	AHT(P)/HT
Compromising the integrity of an assessment	-5	AHT(P)/AHT(A)

## 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 activity on or off campus and online. Please refer to the Privacy Rights and School Reputation section on page 48.

## Disrespect

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(P)
Refusal to follow a reasonable staff instruction	-5	AHT(P)
Disrespecting the National Anthem	-1	Tutor

## 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 disruptive behaviour)	-3	AHT(P)
Major disruption (which prevents teaching/learning)	-5	AHT(P)/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 every lesson	-1	Tutor
Not bringing all required books and equipment to a lesson	-1	Teacher

## 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	AHT(P)

## Immoral

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

## Library

Breaking the Library rules*	-1	AHT(P)
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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 Class Tutor/AHT(P) 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, messaging)	-3	Teacher
Using a Virtual Private Network (VPN) in school	-3	AHT(P)
Having a banned item in school**	-1 to -5	AHT(P)
Deliberate property damage, graffiti or theft	-5	AHT(P)

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

\*\* This will depend on the item in question. Please see the banned items list on page 49 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(P)
Throwing anything at another person	-3	AHT(P)
Reckless endangerment (risk of injury)	-3	AHT(P)
Reckless endangerment (clearly life-threatening)	-5	AHT(P)/HT
Having or using smoking or vaping materials	-5	AHT(P)
Having any dangerous item in school	-5	AHT(P)/HT

## Sanctions

Failure to complete a break detention	-3	AHT(P)
Failure to have an on-report form completed	-3	SCC/AHT(P)
Repeated failure to have an on-report form completed	-5	AHT(P)/HT
Failure to complete an afterschool detention	-5	AHT(P)
Attending a privilege event without AHT(P) permission	-5	AHT(P)/HT
Attending an IA event without IA coordinator permission	-5	AHT(P)/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	Teacher
Failing to take any action relating to haircut or facial hair	-3	AHT(P)
Missing item of PE or swimming kit	-1	Teacher
Not wearing part of the correct PE or swimming kit	-1	Teacher
Not bringing full PE or swimming kit (and no doctor's note)	-2	Teacher
Not wearing full PE or swimming kit (and no doctor's note)	-2	Teacher
Excessive use of deodorant, cologne or aftershave	-1	Teacher
Not complying with all standards of appearance (correctable)	-1	Teacher
Wearing an award tie or badges that have not been earned	-3	AHT(P)

## 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, 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

N.B. The Higher Phase Leadership Team (HLT) 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.

## SANCTIONS - GENERAL

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

Offence	Sanctions	Parental Involvement
-1	Verbal warning*	Teacher records offence in student planner.
-2	Break detention	Teacher records offence in student planner.
-3	Tuesday afterschool detention	Issuing teacher records offence in student planner. The 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	The 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:

Points	Sanctions	Parental Involvement
1 or 2 negative points	Verbal warning	Teacher records offence in student planner.
3 to 9 negative points	Tuesday afterschool detention*	Issuing teacher records offence in student planner. The 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	The 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	The 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	The 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 and may be noted on student transcripts and references.

Students can be suspended from school either for receiving a -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. Parents may wish to request an internal one-day suspension, in which the student does not attend normal lessons but instead completes work in school under the supervision of the AHT(P). The Head Teacher will consider all such requests and, if agreed, will issue a letter explaining the procedure for internal suspension.

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 both the AHT(P) and the Head Teacher. Internal suspension will not be permitted if a student is suspended for three days. The Head Teacher will issue a letter explaining such conditions.

Any student who is suspended from school a third time, or more, will in every case serve five full days out of school. In such a situation, the Head Teacher may well liaise with the appropriate authorities to commence permanent exclusion procedures.

## BUS RULES

Students using school buses are required to follow these rules.

- Sit down throughout the journey.
- Wear a correctly fitted seatbelt throughout the journey.
- Stay calm. Do not risk distracting the driver.
- Be respectful, careful and kind.
- Do not drop litter on or near the bus.
- Do not put any object or part of your body outside the bus.
- Never get off the bus before your home stop.
- Follow the driver's reasonable instructions.

Any student who is reported to have breached these rules will be interviewed by the AHT(P) and any offence logged in line with the Sanctions Policy. In serious or repeat instances, a student may be banned from the bus for one or more days.

The provision of school transport is based on good conduct. The school reserves the right to remove students from bus travel and to refuse bus registration in subsequent years if a students' conduct falls short of our expectations.

# PRIVACY RIGHTS AND SCHOOL REPUTATION

To protect the privacy of individuals and the good reputation of the school, students 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.

Students 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.

The Head Teacher administers the official BSK Facebook page and any other official social media channels. Students are permitted to interact with these official accounts, but only if they have received parental permission and if they 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.

Students 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

All Sixth Form students must bring the following items to school:

- student planner
- suitable computer, charger and all required software
- dark blue or black pens
- a red pen (for self-marking)
- a purple pen (for peer-marking)
- pencils, eraser, sharpener, colouring pencils, 30 cm ruler
- highlighter pens
- glue stick, safety scissors
- earbuds compatible with their laptop\* (not headphones, which are a banned item)
- mathematical equipment (calculator, compasses, protractor)
- all required exercise books, sketchbooks, worksheets, workbooks and textbooks.
- large plastic folders in which to keep all the materials for each subject.

\* 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:** BSK Art apron
- **Art, Photography, Graphics:** set of permanent fine-tipped marker pens, propelling pencil (ideally with 2B leads), set of lettering stencils (optional)
- **Photography:** approved SLR camera
- **Physical Education:** Full BSK PE or swimming kit, as advised.

## Equipment to keep at home

- Clear sticky plastic, to cover exercise books on the day they are issued.
- Colour printer and plain A4 paper.

## BANNED ITEMS

Students are not allowed to bring certain items into the school. These include:

- correction fluid (-1)
- music or video players (-1)
- on-ear headphones (-1)
- handheld games consoles (-1)
- hot or fizzy drinks (-1)
- cans or glass bottles (-1)
- chewing gum or bubble gum (-1)
- perfume, cologne or aftershave (-1)
- wheeled bags (-1)
- restaurant food or beverages (-3)
- mobile phones (-3)
- internet routers (-3)
- cameras\* (-3)
- smartwatches (-3)
- internet router (-3)
- smoking or vaping materials (-5)
- any dangerous items (-5)

Unless permission from the AHT(P) has been granted, students may not bring restaurant food or beverages to school, or order a delivery of such items to school. These are also sanctionable as banned items and will receive a -3.

If you have any banned items, the offence will be logged and the item confiscated. Such items will be given to the AHT(P) and placed in a secure location until returned to the student. In serious or repeat cases parents may be contacted to arrange return of the item.

Banned hardware and software is noted elsewhere, under the rules for laptop use.

\* Cameras are required equipment for Photography lessons. The AHT(P) may also permit a student to bring a camera to take photographs of a school event. However, these are the only circumstances under which a camera is not a banned item.

## **CORRIDOR MOVEMENT**

We have simple, common sense rules to ensure safety and a pleasant atmosphere.

- Follow the instructions on all relevant signage.
- Walk on the right hand side.
- Stay calm. No shouting or silliness.
- Keep moving. Don't delay others.
- Walk quickly but do not run.
- Take extra care on stairs.

## **BREAKTIME RULES**

These rules have been designed to ensure that student movement is safe and efficient, that students are properly supervised and that students take appropriate care of their belongings at all time.

### **Break locations**

These rules have been designed to ensure that student movement is safe and efficient, that students are properly supervised and that students take appropriate care of their belongings at all time.

Break 1 is only a five-minute changeover. During Break 1, students should proceed directly to their next lesson, but may use any suitable bathroom on their way. Students may not eat, drink (except water) or access a canteen during Break 1.

Sixth Form students must normally be in the Sixth Form Centre during breaks 2, 3, and 4.

Approved break activities include break detention, prefect duties, librarian duties, scheduled break clubs, visiting Lost Property to retrieve a misplaced item, visiting the Senior Bursar (on valid business), visiting the Clinic, buying something in the Royal Scot, use of a prayer room (only permitted during Break 4) and appropriate use of the Library.

All break activities are supervised. Students must never be in any unsupervised location.

Students must not try to meet teachers during breaktimes, except by prior arrangement.

Students should not take a friend unless it is strictly necessary, for example if a student is feeling very ill and needs to visit the Clinic.

## Timings

Students must arrive at their correct break location within the first five minutes of the start of break. This rule applies both to normal break areas and to approved break activities.

Students must stay in their correct break location until after the bell rings to signal the end of break.

However, if a break club or activity finishes before the end of break, the students who have been involved must go directly to their normal break location and stay there until the bell rings. Students must not leave their break location before the bell or arrive early for lessons.

## Property

Students may not leave any belongings in or near their next classroom, even if a teacher is present. Any student doing so will be sanctioned.

Students must also follow the published locker rules carefully.

Students must follow the published bag box rules carefully. Belongings must not be in bag boxes during breaks. The only exception is that students who are praying during Break 4 may use a bag box near the prayer room.

Property that is accidentally left by students in their break areas after the end of break will be taken directly to Lost Property. This is not logged or sanctioned.

## Eating and drinking

Students may eat or drink in their normal break locations and, with the supervising teacher's permission, while attending break clubs. However, students should not eat or drink in other areas. Students may not eat or drink (except water) during detention.

## Canteens

Sixth Form students may use the South Campus Canteen during breaks 2, 3 and 4. Students must not use the Canteen at any other time.

Students must return directly to the Sixth Form Centre immediately after accessing the canteen.

## Bathrooms

Students may use any nearby bathroom during the short changeover Break 1.

During Breaks 2, 3 and 4, Sixth Form students should use the bathrooms in the Sixth Form Centre. They must not use other bathrooms on the way to their normal break location.

Bathrooms may only be used during breaktimes. Teachers will not normally allow a student to visit a bathroom during lesson time.

## LIBRARY BREAKTIME RULES

- Follow the instructions on all relevant signage.
- Sixth Form students may use the Library during breaks.
- Leave all bags in the boxes inside the Library.
- Silence! If you need to talk, whisper quietly.
- You may read or exchange books.
- You may not do written work or use your computer.
- You may not eat or drink in the Library.
- Keep the Library clean and tidy.
- The Library Manager is in charge!

Any student who breaks these rules in any way will be required by the Library Manager to leave immediately. The Library Manager will inform their AHT(P), who will follow up and sanction as appropriate. In repeat or serious cases, the AHT(P) may also ban a student from the Library for a period of time. If the Library is too busy, the Library Manager may decide to turn students away.

# LOCKERS

Lockers are available for Sixth Form students in the Sixth Form Centre.

Lockers are issued at the beginning of Term 1, on a first-come, first-served basis. The annual rental charge is KD5.

Lockers are accessed through the use of a key-fob, which is issued following payment of the rental charge. Should key-fobs be lost, students are responsible for the cost of a replacement.

Students must keep their lockers secure. Students must not keep any belongings in an unlocked locker.

If a locker breaks, the student should inform their AHT(P), so that it can be repaired. If the locker cannot be locked, the student should not use their locker until it has been repaired. In such a situation, so that the student is without a locker for as short a time as possible, the AHT(P) may decide to allocate the student a different locker.

Students must not swap lockers, share lockers or place their belongings into another student's locker or an unassigned locker.

Students must not keep any food, drinks or perishable items in their lockers overnight.

Students may not personalise the outside of their lockers in any way. Any interior personalisation must be consistent both with school rules and Kuwait's cultural and religious norms. Blu-tack, not sticky tape, should be used inside lockers. We recommend that students keep a copy of their timetable inside their lockers.

Students must provide access to their locker to a member of the Higher Phase Leadership Team (HLT) if requested.

The rental period ends for Sixth Form students on the day before their summer study leave begins. Students must remove all belongings and return the key-fob to the AHT(P). Students must ensure that no trace of any interior personalisation remains. Lockers must also be emptied at the end of Term 2 for cleaning and maintenance over the term break.

If a locker remains unused for a period of a month or more, it may be reclaimed and reissued to another student.

## **BAG BOXES**

Bag Boxes must never be used before school, during tutor time, or after school.

Students may only keep their belongings in these bag boxes during a laboratory lesson (not the break before or afterwards) or while using a prayer room during Break 4.

The Library rules also require the use of the bag boxes inside the Library during breaktimes

Students should put their belongings inside the bag boxes. Belongings should only be placed on top of bag boxes if there is no space inside, and care should be taken not to damage any wall displays. Belongings must not be placed on the floor or ground nearby.

Bag boxes must never be used before school, during Tutor Time, or after school.

Bag boxes are used at students' own risk.

Any student who breaks these rules will be logged with -1 point. Their belongings may also be moved for safe-keeping to Lost Property, into a Assistant Head Teacher's office or (if PE kit) into the PE office. Belongings which are moved into an office may only be retrieved at a time that suits the AHT(P) or PE staff. Any food or drinks which are left unattended may, for health and hygiene reasons, be disposed of. Any resultant inconvenience, lateness, uniform issues, lack of equipment, inability to complete work or any other consequence is the student's own responsibility.

## **MOBILE TELEPHONES**

Students in Years 9-11 are not permitted to bring a mobile telephone to school. Any breach of this rule will result in the phone being confiscated and the student sanctioned.

Students in the Sixth Form may bring mobile telephones into school, however these may only be used within the Sixth Form Centre. Any breach of this rule will result in the phone being confiscated and the student sanctioned.

# 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 practise study skills will save you time and effort over the long term.

## Study environment

Some people prefer to work alone in quiet. Some 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 the AHT(P) 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.
- Consider using flow charts as another useful method.
- Consider using spider diagrams / mind maps.

## 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.

## STUDENT GUIDE TO HEALTHY LIVING

**Get enough sleep.** Doctors recommend that students should get at least eight hours' sleep. Being underslept 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. Students are encouraged to 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.** Eat lots of brown bread, brown rice, fruit and vegetables. Eat some meat, fish, eggs, beans and dairy products. Try to eat very few fatty or sugary foods. 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 or Miss Hannah will be particularly keen to try and help you.

## STUDENT WELFARE AND SAFEGUARDING

The British School of Kuwait (BSK) is committed to safeguarding and promoting the welfare of all of our students, and to working closely with all members of the BSK community in order to keep them safe and help them flourish.

In line with national and international standards, BSK has clear policies and procedures in place that seek to protect the welfare of students of all ages. These standards place a duty of care upon every adult who has contact with children in their everyday work to help safeguard and promote their welfare.

The Student Welfare and Safeguarding Coordinator (SWSC) coordinates student welfare provision at BSK. Members of staff who fulfil Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) roles act as points of contact for support and advice and work closely with the SWSC.

### Sixth Form (Years 12-13)

Role	Code	Staff Name	Email	Extension	Office
DDSL	THC	Tom Campbell	thc@bsk.edu.kw	5201	CF01
SWSC	LRW	Laura Whisker	lrw@bsk.edu.kw	1212	A05a
DSL	EMB	Emma Bowie	emb@bsk.edu.kw	5132	F08

## EMERGENCY EVACUATION PROCEDURE

When an evacuation practice is held, or in the event of an emergency alert, the following procedure will apply.

- The school bell will sound continuously.
- All students must proceed, under the instruction of the teacher, to leave the buildings silently and in an orderly fashion, leaving all bags and personal possessions behind.
- Students who are in the Main Building or Balmoral will assemble in Wembley, and students who are on the South Campus will assemble in the Marble Arch.
- The evacuation route is indicated on the Emergency Evacuation notice which is posted in a prominent position, close to the door, in each room.
- Students will line up as advised by their teacher and in total silence for the roll call.
- Students will return to class in an orderly way when told to proceed by the member of staff in charge.

## SCIENCE LABORATORY SAFETY RULES

- Do not enter a laboratory without permission.
- Never enter a prep room without permission.
- Do not bring bags into the lab.
- Do not play with electrical sockets, gas taps and water taps.
- You must not touch or do anything with equipment or materials without permission.
- You must obey instructions from your teacher – ask if you are unsure.
- You must wear safety glasses when told to do so.
- Hair, scarves, ties etc. should be tied back or tucked in when using Bunsens.
- Stand in front of your stool when using Bunsens or otherwise instructed.
- Handle bottles carefully and always replace the tops when not in use.
- Behave sensibly at all times.
- Never eat in the laboratory. Only drink if your teacher gives you permission.
- Wash your hands after handling chemicals.
- Never put broken glass in the waste bin – always use the sand bucket.
- Report any accident, breakage or spillage to the teacher immediately.
- Keep your bench clean and tidy.

# UNIVERSITY APPLICATIONS

Sixth Form students at BSK apply to universities worldwide, and applications may have deadlines at various times throughout the academic year. The requirements of the admissions process in each country vary, and whilst the AHT(P) will provide advice and guidance, it is the students' responsibility to be aware of exact requirements and deadlines. Students may seek advice and support for their applications from the AHT(P) and from the Sixth Form Tutor Team. They may also seek advice from subject teachers.

## Transcripts and References

Transcripts to support applications may be requested from the AHT(P). Students should first discuss their intention to apply with their form tutors and AHT(P). Once agreed that an application is appropriate, students should then submit by email a written request for a transcript. These should be requested in good time before the deadline for the submission of the application.

Standard transcripts contain information relating to attendance, punctuality, and conduct in addition to achievement grades and attitudes to learning from Year 9 onwards. Year 11 mock, Sixth Form midyear and all final grades are disclosed for subjects taken in Years 11-13. Where a final grade is not yet available, a predicted grade is provided.

All requests for references and recommendations are overseen by the AHT(P) and managed through the Unifrog online platform. Once a student has advised the AHT(P) as to which subject teachers they wish to request references or recommendations from, the AHT(P) will confirm the appropriateness of the selection and will be the one to approach the teachers in question in the first instance. Once they have received confirmation from the AHT(P), the applicant can then select the agreed teacher from the drop-down menus on the Unifrog platform. Again, this must all be done in good time and well ahead of the relevant deadlines.

All transcript and reference requests have a minimum two-week turnaround period, so it is important that requests are submitted at least two weeks before they are required.

It is not reasonable to request transcripts or references during term breaks. If a transcript or reference is required for a deadline that falls during or just after a term break, these must be requested in good time before the break.

# SEPTEMBER 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 First Day of Term 1	4	5	6	7
		W1	W1	W1		
8	9	10	11	12	13	14
		W2	W2	W2		
15	16	17	18	19	20	21
		W2	W2	W2		
22	23	24	25	26	27	28
		W3	W3	W3		
29	30					
		W4	W4	W4		
W5	W5					

## SEPTEMBER 2019

Sun 01	
Mon 02	
Tue 03	
Wed 04	
Thu 05	
Fri 06	
Sat 07	
Sun 08	
Mon 09	
Tue 10	
Wed 11	
Thu 12	
Fri 13	
Sat 14	
Sun 15	
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Fri 20	
Sat 21	
Sun 22	
Mon 23	
Tue 24	
Wed 25	
Thu 26	
Fri 27	
Sat 28	
Sun 29	
Mon 30	

# OCTOBER 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 W5	2 W5	3 W5	4	5
6	7	8 W6	9 W6	10 W6	11	12
13	14 W6	15 W6	16 W6	17 W6	18	19 Parent Consultation Day
20 Parent Consultation Day	21 W7	22 W7	23 W7	24 W7 Last Day of Term 1	25	26
27 W8	28 W8	29 W8	30 W8	31 W8		

## OCTOBER 2019

Tue 01	
Wed 02	
Thu 03	
Fri 04	
Sat 05	
Sun 06	
Mon 07	
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Thu 10	
Fri 11	
Sat 12	
Sun 13	
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Tue 15	
Wed 16	
Thu 17	
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Thu 24	
Fri 25	
Sat 26	
Sun 27	
Mon 28	
Tue 29	
Wed 30	
Thu 31	

# NOVEMBER 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3 First Day of Term 2	4	5	6	7	8	9
10 Possible Holiday for Prophet's Birthday (PBUH)	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
W12	W12	W12	W12	W12		



# NOVEMBER 2019

Fri 01	
Sat 02	
Sun 03	
Mon 04	
Tue 05	
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Sat 23	
Sun 24	
Mon 25	
Tue 26	
Wed 27	
Thu 28	
Fri 29	
Sat 30	

# DECEMBER 2019

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
W13	W13	W13	W13	W13		
8	9	10	11	12	13	14
W14a	W14a	W14a	W14a	W14a		
15	16	17 Last Day of Term 2	18	19	20	21
W14b	W14b	W14b				
22	23	24	25	26	27	28
29	30	31				

# DECEMBER 2019

Sun 01	
Mon 02	
Tue 03	
Wed 04	
Thu 05	
Fri 06	
Sat 07	
Sun 08	
Mon 09	
Tue 10	
Wed 11	
Thu 12	
Fri 13	
Sat 14	
Sun 15	
Mon 16	
Tue 17	
Wed 18	
Thu 19	
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Sat 21	
Sun 22	
Mon 23	
Tue 24	
Wed 25	
Thu 26	
Fri 27	
Sat 28	
Sun 29	
Mon 30	
Tue 31	

# JANUARY 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5 First Day of Term 3	6	7	8	9	10	11
W15	W15	W15	W15	W15		
12	13	14	15	16	17	18
W16	W16	W16	W16	W16		
19	20	21	22	23	24	25
W17	W17	W17	W17	W17		
26	27	28	29	30	31	
W18	W18	W18	W18	W18		

# JANUARY 2020

Wed 01	
Thu 02	
Fri 03	
Sat 04	
Sun 05	
Mon 06	
Tue 07	
Wed 08	
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Sat 25	
Sun 26	
Mon 27	
Tue 28	
Wed 29	
Thu 30	
Fri 31	

# FEBRUARY 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6	7	8
W19	W19	W19	W19	W19		
9	10	11	12	13 HP Sports Day	14	15
W20	W20	W20	W20	W20		
16	17	18	19 Last Day of Term 3 HP Enrichment Day	20	21	22
W21	W21	W21	W21			
23	24	25	26	27	28	29

# FEBRUARY 2020

Sat 01	
Sun 02	
Mon 03	
Tue 04	
Wed 05	
Thu 06	
Fri 07	
Sat 08	
Sun 09	
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Wed 12	
Thu 13	
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Sun 23	
Mon 24	
Tue 25	
Wed 26	
Thu 27	
Fri 28	
Sat 29	

# MARCH 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 First Day of Term 4	2	3	4	5	6	7
W22	W22	W22	W22	W22		
8	9	10	11	12	13	14
W23	W23	W23	W23	W23		
15	16	17	18	19	20	21
W24	W24	W24	W24	W24		
22 Possible public holiday for the Prophet's As- cension (Isra & Miraj)	23	24	25	26 Parent Consultation Day	27	28 Parent Consultation Day
W25	W25	W25	W25	W25		
29	30	31				
W26	W26	W26				



# MARCH 2020

Sun 01	
Mon 02	
Tue 03	
Wed 04	
Thu 05	
Fri 06	
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Wed 11	
Thu 12	
Fri 13	
Sat 14	
Sun 15	
Mon 16	
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Wed 25	
Thu 26	
Fri 27	
Sat 28	
Sun 29	
Mon 30	
Tue 31	

# APRIL 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 W26	2 Last Day of Term 4 W26	3	4
5	6	7	8	9	10	11
12 First Day of Term 5	13	14	15	16	17	18
W27	W27	W27	W27	W27		
19	20	21	22	23	24	25
W28	W28	W28	W28	W28		
26	27	28	29	30		
W29	W29	W29	W29	W29		

## APRIL 2020

Wed 01	
Thu 02	
Fri 03	
Sat 04	
Sun 05	
Mon 06	
Tue 07	
Wed 08	
Thu 09	
Fri 10	
Sat 11	
Sun 12	
Mon 13	
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Wed 15	
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Sun 26	
Mon 27	
Tue 28	
Wed 29	
Thu 30	

# MAY 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
W30	W30	W30	W30	W30		
10	11	12	13	14	15	16
W31	W31	W31	W31	W31		
17	18	19	20	21	22	23
W32	W32	W32	W32	W32		
24	25	26	27	28	29	30
W33	W33	W33	W33	W33		
31						
W34						

# MAY 2020

Fri 01	
Sat 02	
Sun 03	
Mon 04	
Tue 05	
Wed 06	
Thu 07	
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Tue 12	
Wed 13	
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Fri 15	
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Mon 25	
Tue 26	
Wed 27	
Thu 28	
Fri 29	
Sat 30	
Sun 31	

# JUNE 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 W34	2 W34	3 W34	4 W34	5	6
7	8	9	10 W34	11 W34	12	13
W35	W35	W35	W35	W35		
14	15	16	17 Last day of academic year	18	19	20
21	22	23	24	25	26	27
28	29	30				

## JUNE 2020

Mon 01	
Tue 02	
Wed 03	
Thu 04	
Fri 05	
Sat 06	
Sun 07	
Mon 08	
Tue 09	
Wed 10	
Thu 11	
Fri 12	
Sat 13	
Sun 14	
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Sat 20	
Sun 21	
Mon 22	
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Fri 26	
Sat 27	
Sun 28	
Mon 29	
Tue 30	

	Subject	Due date	Homework task
<b>Sun 01 Sep</b>			
<b>Mon 02 Sep</b>			
<b>Tue 03 Sep</b>			
<b>Wed 04 Sep</b>			
<b>Thu 05 Sep</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 08 Sep</b>			
<b>Mon 09 Sep</b>			
<b>Tue 10 Sep</b>			
<b>Wed 11 Sep</b>			
<b>Thu 12 Sep</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 15 Sep</b>			
<b>Mon 16 Sep</b>			
<b>Tue 17 Sep</b>			
<b>Wed 18 Sep</b>			
<b>Thu 19 Sep</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 22 Sep</b>			
<b>Mon 23 Sep</b>			
<b>Tue 24 Sep</b>			
<b>Wed 25 Sep</b>			
<b>Thu 26 Sep</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 29 Sep</b>			
<b>Mon 30 Sep</b>			
<b>Tue 01 Oct</b>			
<b>Wed 02 Oct</b>			
<b>Thu 03 Oct</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 06 Oct</b>			
<b>Mon 07 Oct</b>			
<b>Tue 08 Oct</b>			
<b>Wed 09 Oct</b>			
<b>Thu 10 Oct</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 13 Oct</b>			
<b>Mon 14 Oct</b>			
<b>Tue 15 Oct</b>			
<b>Wed 16 Oct</b>			
<b>Thu 17 Oct</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 20 Oct</b>			
<b>Mon 21 Oct</b>			
<b>Tue 22 Oct</b>			
<b>Wed 23 Oct</b>			
<b>Thu 24 Oct</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 03 Nov</b>			
<b>Mon 04 Nov</b>			
<b>Tue 05 Nov</b>			
<b>Wed 06 Nov</b>			
<b>Thu 07 Nov</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 10 Nov</b>			
<b>Mon 11 Nov</b>			
<b>Tue 12 Nov</b>			
<b>Wed 13 Nov</b>			
<b>Thu 14 Nov</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 17 Nov</b>			
<b>Mon 18 Nov</b>			
<b>Tue 19 Nov</b>			
<b>Wed 20 Nov</b>			
<b>Thu 21 Nov</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 24 Nov</b>			
<b>Mon 25 Nov</b>			
<b>Tue 26 Nov</b>			
<b>Wed 27 Nov</b>			
<b>Thu 28 Nov</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 01 Dec</b>			
<b>Mon 02 Dec</b>			
<b>Tue 03 Dec</b>			
<b>Wed 04 Dec</b>			
<b>Thu 05 Dec</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 08 Dec</b>			
<b>Mon 09 Dec</b>			
<b>Tue 10 Dec</b>			
<b>Wed 11 Dec</b>			
<b>Thu 12 Dec</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 15 Dec</b>			
<b>Mon 16 Dec</b>			
<b>Tue 17 Dec</b>			
<b>Wed 18 Dec</b>			
<b>Thu 19 Dec</b>			
	<i>Tutor</i>	<i>Sunday</i>	<i>Arrange for a parent to check and sign your planner.</i>

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 05 Jan</b>			
<b>Mon 06 Jan</b>			
<b>Tue 07 Jan</b>			
<b>Wed 08 Jan</b>			
<b>Thu 09 Jan</b>			
	<i>Tutor</i>	<i>Sunday</i>	<i>Arrange for a parent to check and sign your planner.</i>

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 12 Jan</b>			
<b>Mon 13 Jan</b>			
<b>Tue 14 Jan</b>			
<b>Wed 15 Jan</b>			
<b>Thu 16 Jan</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 19 Jan</b>			
<b>Mon 20 Jan</b>			
<b>Tue 21 Jan</b>			
<b>Wed 22 Jan</b>			
<b>Thu 23 Jan</b>			
	<i>Tutor</i>	<i>Sunday</i>	<i>Arrange for a parent to check and sign your planner.</i>

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
Sun 26 Jan			
Mon 27 Jan			
Tue 28 Jan			
Wed 29 Jan			
Thu 30 Jan			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 02 Feb</b>			
<b>Mon 03 Feb</b>			
<b>Tue 04 Feb</b>			
<b>Wed 05 Feb</b>			
<b>Thu 06 Feb</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 09 Feb</b>			
<b>Mon 10 Feb</b>			
<b>Tue 11 Feb</b>			
<b>Wed 12 Feb</b>			
<b>Thu 13 Feb</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
Sun 16 Feb			
Mon 17 Feb			
Tue 18 Feb			
Wed 19 Feb			
Thu 20 Feb			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 01 Mar</b>			
<b>Mon 02 Mar</b>			
<b>Tue 03 Mar</b>			
<b>Wed 04 Mar</b>			
<b>Thu 05 Mar</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 08 Mar</b>			
<b>Mon 09 Mar</b>			
<b>Tue 10 Mar</b>			
<b>Wed 11 Mar</b>			
<b>Thu 12 Mar</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 15 Mar</b>			
<b>Mon 16 Mar</b>			
<b>Tue 17 Mar</b>			
<b>Wed 18 Mar</b>			
<b>Thu 19 Mar</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 22 Mar</b>			
<b>Mon 23 Mar</b>			
<b>Tue 24 Mar</b>			
<b>Wed 25 Mar</b>			
<b>Thu 26 Mar</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 29 Mar</b>			
<b>Mon 30 Mar</b>			
<b>Tue 31 Mar</b>			
<b>Wed 01 Apr</b>			
<b>Thu 02 Apr</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 12 Apr</b>			
<b>Mon 13 Apr</b>			
<b>Tue 14 Apr</b>			
<b>Wed 15 Apr</b>			
<b>Thu 16 Apr</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

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**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
Sun 19 Apr			
Mon 20 Apr			
Tue 21 Apr			
Wed 22 Apr			
Thu 23 Apr			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.



**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

	Subject	Due date	Homework task
<b>Sun 26 Apr</b>			
<b>Mon 27 Apr</b>			
<b>Tue 28 Apr</b>			
<b>Wed 29 Apr</b>			
<b>Thu 30 Apr</b>			
	Tutor	Sunday	Arrange for a parent to check and sign your planner.

**Notes and reminders:**

---

**Parent/Teacher messages:**

Parent signature: \_\_\_\_\_

Tutor signature: \_\_\_\_\_

# ATTENDANCE

Term	Week Number	Week Starts	Sun		Mon		Tue		Wed		Thu		Full Att.
			AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
<b>TERM 1</b>	1	01 Sep	■										
	2	08 Sep											
	3	15 Sep											
	4	22 Sep											
	5	29 Sep											
	6	06 Oct											
	7	13 Oct											
	8	20 Oct	■								■		
<b>TERM 2</b>	9	03 Nov											
	10	10 Nov	■										
	11	17 Nov											
	12	24 Nov											
	13	01 Dec											
	14a	08 Dec											
	14b	15 Dec							■				
<b>TERM 3</b>	15	05 Jan											
	16	12 Jan											
	17	19 Jan											
	18	26 Jan											
	19	02 Feb											
	20	09 Feb											
	21	16 Feb									■		
<b>TERM 4</b>	22	01 Mar											
	23	08 Mar											
	24	15 Mar											
	25	22 Mar	■								■		
	26	29 Mar											
<b>TERM 5</b>	27	12 Apr											
	28	19 Apr											
	29	26 Apr											
	30	03 May											
	31	10 May											
	32	17 May											
	33	24 May	■										
	34	31 May							■				
	35	07 Jun			■								

# HOW TO RECORD YOUR ATTENDANCE

The table on page 140 shows all AM/PM sessions for the whole of the academic year.

Each day, you should mark your attendance in the correct box using the symbols and codes listed below.

If you are present and on time for school, mark with a slash (/). If you are present but late, mark with an L. If you signed in at the back gate, mark with a G.

The PM session is recorded based on the attendance at SP9/10. If you are in school for this lesson, you should mark a backslash (\) in the PM slot.

At the end of each week, if you had full attendance, write YES in the Full Att. Column.

## Symbols

- / - morning attendance
- \ - afternoon attendance
- L – arrived late during Tutor Time
- G – arrived late and signed in after Tutor Time
- M – medical absence
- N – no reason for absence given
- O – absence explained but unauthorised
- V – educational visit

## Term 1 Example

Below is a worked example of a Term 1 attendance grid. You can see that it has been completed with slashes for AM and PM attendance. Tuesday 24 September was an educational visit, so the **Code V** marks count as full attendance. The Thursday of Week 5 is marked as Code M, indicating a documented medical absence and is therefore an authorised absence. The **Code N** and **Code O** marks for Week 8 are both unauthorised. The **Code N** marks indicate that the absence has not been explained and as such is automatically classified as unauthorised. **Code O** marks indicate an absence that has been explained but is not authorised.

Term	Week Number	Week Starts	Sun		Mon		Tue		Wed		Thu		Full Att.
			AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
<b>TERM 1</b>	1	01 Sep					/	\	/	\	/	\	Yes
	2	08 Sep	/	\	/	\	/	\	/	\	/	\	Yes
	3	15 Sep	/	\	/	\	/	\	/	\	/	\	Yes
	4	22 Sep	/	\	/	\	V	V	/	\	/	\	Yes
	5	29 Sep	/	\	/	\	/	\	/	\	M	M	No
	6	06 Oct	/	\	/	\	/	\	/	\	/	\	Yes
	7	13 Oct	/	\	/	\	/	\	/	\	/	\	Yes
	8	20 Oct			N	N	/	\	/	\	O	O	No

# NOTES

A series of horizontal dotted lines for writing notes.

# NOTES

A series of horizontal dotted lines for writing notes.

# NOTES

A series of horizontal dotted lines for writing notes.





# PERIODIC TABLE

GROUP																	
I	II	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, 1.009]	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 [22.99, 23.01]	12 <b>Mg</b> magnesium [24.30, 24.31]	13 <b>Al</b> aluminum 26.98	14 <b>Si</b> silicon [28.08, 28.09]	15 <b>P</b> phosphorus 30.97	16 <b>S</b> sulfur [32.05, 32.08]	17 <b>Cl</b> chlorine [35.44, 35.46]	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 95.96	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	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 [203.2, 204.4]	82 <b>Pb</b> lead 207.2	83 <b>Bi</b> bismuth 208.0	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	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 227.0	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.)

# LETTERS RECEIVED

Date	Description of letter	Student's signature

## TEACHERS' NAMES AND INITIALS

Subject	Code	Teacher's name	Initials
English Literature	Li		
Mathematics	Ma		
Further Mathematics	Mf		
Biology	Bi		
Chemistry	Ch		
Physics	Ph		
Computer Science	Co		
Business	Bs		
Economics	Ec		
Fine Art	Af		
Graphic Communication	Ag		
Photography	Ap		
Geography	Gg		
History	Hi		
French	Fr		
German	Ge		
Physical Education	Px		

# FINDING YOUR WAY AROUND

The room numbering system at BSK is very logical.

In the main building, all rooms have 3-digit numbers. The hundreds digit tells you the floor, the tens digit tells you the corridor and the units digit is the room. For example:

- Room 113 is on the first floor, corridor 1, room 3.
- Room 034 is on the ground floor, corridor 3, room 4.

The staircases in the Main Building are A, B, C and D, clockwise from the top.

English, Chemistry, Arabic, Islamic Studies, French, German, Business and Economics are taught in the main building on the ground and first floor.

## In the White House

- G03, G05 and G06 are the Ground floor Biology laboratories.
- Rooms starting with F are the management offices on the First floor.
- M04 and M05 are the Middle Phase Science laboratories at Mezzanine level.
- M07 and M08 are Physics laboratories at Mezzanine Level.
- B rooms are in the Basement, eg B08 D&T workshop, B14 Drama Studio, B20 Dance Studio. B05, B06 and B07 are ICT and Computer Science rooms.

## Other buildings

- P01/02/07/08 are the Mathematics rooms in the Portman building.
- P03-P05 are science laboratories (Physics and Biology) in the Portman building.
- On the White House Roof the History rooms are R01/02/07/08 and the Geography rooms are R03/04/05/06 and P06.
- WF02-WF07 are the Mathematics rooms on the Whitehall First floor.
- Rooms starting with WG are on the Whitehall Ground floor (performance music rooms, changing room).
- WA06 is a Music room and is situated in the Whitehall Annex.
- T01, T02 and T03 are Mathematics rooms. T04 and T07 are Art rooms. These are all located in the Trafalgar building.
- All rooms starting with E are in the Euston building (Art, Photography, Graphics).
- Rooms starting with C are in Chequers (eg Sixth Form, UD Office, Examinations Officer etc).

# WEEKLY TIMETABLE AND ROOMS

Lesson Period	SL1		SB1	SL2		SB2	SL3		SB3	SL4		SB4	SL5		
	ST1	SP1		SP2	SP3		SP4	SP5		SP6	SP7		SP8	SP9	SP10
Normal	07.30 08.00	08.00 08.35	08.35 09.05	09.05 09.10	09.10 09.45	09.45 10.15	10.15 10.35	10.35 11.10	11.10 11.40	11.40 12.00	12.00 12.35	12.35 13.05	13.05 13.25	13.25 14.00	14.00 14.35
Ramadan	08.30 08.55	08.55 09.20	09.20 09.45	09.45 09.50	09.50 10.15	10.15 10.40	10.40 10.55	10.55 11.20	11.20 11.45	11.45 12.00	12.00 12.25	12.25 12.50	12.50 13.15	13.15 13.40	13.40 14.10
<b>Sun</b>															
<b>Mon</b>		Room			Room			Room			Room			Room	
<b>Tue</b>		Room			Room			Room			Room			Room	
<b>Wed</b>		Room			Room			Room			Room			Room	
<b>Thu</b>		Room			Room			Room			Room			Room	

# 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.



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