



THE SENIOR SCHOOL

INTERNAL

REGULATIONS

2026 - 2027



Educating since 1944

THE JUNIOR SCHOOL | THE SENIOR SCHOOL

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1. INTRODUCTION: School Mission and Aims

The School aims to provide for its students an excellent, innovative, creative and all-rounded education that enables them to realize their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community.

The Junior & Senior School (TJSS) offers top-class facilities on two sites, operating in beautiful grounds with modern, state-of-the-art facilities fit for 21st century learning, including well-equipped classrooms, sports grounds and recreational areas. At the Senior School site, there are also science laboratories, drama and music studios and a swimming pool.

TJSS is an all through school that is based upon the English National Curriculum with a continuum of education from Early Years through to Year 13 for children aged 3-19. Over 800 children attend the long-established Junior School and 658 the rapidly expanding Senior School, which can also be joined by students from Greek and other primary schools in Year 7 (equivalent to the first year of secondary education/gymnasium). The medium of communication in our school is the English Language and, therefore, all our students graduate fully proficient in speaking, listening, reading and writing in English.

Having the same ethos throughout and the Principal's oversight across the two sites of the school provides a unique opportunity to acquire an English National Curriculum education in a supportive and encouraging atmosphere. Graduates leave with IGCSEs and A levels as well as a Cyprus Ministry of Education, Sport and Youth approved secondary school leaving certificate (Apolytirion) consisting of internal assessments, enhancing the qualification package offered. The school has high academic standards, and its external results show evidence of very positive added value and regular success in external examinations. We pride ourselves on student progress and regularly monitoring students by intervening where necessary to support and promote academic achievement. Such high achievement allows students to regularly access prestigious universities worldwide, including the United Kingdom, the United States, and across Europe.

TJSS is a licensed private school, operating under the regulations of the Ministry of Education, and it follows a Curriculum linked to UK practice in Key Stages 3, 4 and 5 and students are prepared for IGCSEs and A Levels as well as the Apolytirion. Students are assigned to classes according to their age, which is subject to the Ministry's requirements. Written permission from the Ministry is required for a placement in a chronological age group other than the one specified in the official guidelines.

Educating international and Cypriot children since 1944, the school is highly accredited by the Independent Schools Inspectorate (ISI). Regular inspections are scheduled and members of staff, the management of the school, as well as its governors undergo regular training to ensure clarity of strategy and goals and efficient monitoring and addressing of current and future educational needs. Inspected in November 2024 by the ISI, the school achieved high levels of praise for its work and was categorised as 'excellent' for academics and pastoral care.

An inspection at the end of 2019 also saw the school being found compliant and successful in all areas judged.

The Senior School

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Website: [The Junior and Senior School](#)

Principal and Head of School: Dr Daniel Moore

Senior School Headteacher: Mr James Hind

2. SCHOOL YEAR

The school year for students begins on Friday, 4th September 2026, and ends on Friday, 25th June 2027.

The School Year is divided into three terms: (Autumn, Spring and Summer)

Autumn Term: Friday, 4th September 2026 to Friday 18th December 2026 inclusive

Spring Term: Friday 8th January 2027, to Friday, 23rd April 2027 inclusive

Summer Term: Monday, 10th May 2027, to Friday, 25th June 2027 inclusive

School Day: Senior School

School Hours

Monday – Thursday, 8.05am to 13.55pm and Friday, 8.05am to 14.20pm

Lunch Breaks for students staying for clubs

Monday – Thursday, 13.55pm – 14.15pm and Friday, 14:20 – 14:30pm

Extra-Curricular Clubs (optional)

Monday – Thursday, 14.15pm - 15.05pm and Friday, 14.30pm – 15.20pm

School Holidays & Celebrations

01 st October 2026	Public Holiday (Cyprus Independence Day)
23 rd October 2026	Founder's Day (School birthday celebration)
26 th – 30 th October 2026	Half Term holiday
28 th October 2026	Public Holiday (Greek National Day "OXI")
21 st December 2026 – 5 th January 2027	Christmas Holidays
06 th January 2027	Public Holiday (Epiphany)
04 th March 2027	School Celebration (Tsiknopempti)
08 th – 12 th March 2027	Half Term Holiday
15 th March 2027	Public Holiday (Green Monday)
25 th March 2027	Public Holiday (Greek Independence Day)
01 st April 2027	Public Holiday (Cyprus National Day E.O.K.A)
26 th April – 07 th May 2027	Easter Holiday
01 st May 2027	Public Holiday (Labour Day)
10 th June 2027	School Holiday (Ascension Day)
11 th June 2027	School Holiday (St. Barnabas)
21 st June 2027	Public Holiday (Kataklysmos)

Please note that all dates are subject to change; please refer to the school website for updates.

Staff Training Days

Up to nine (9) days of staff training at the beginning and end of the year, with one training day in January 2027.

3. PARENT / GUARDIANS: Communication & Expectations

Communication with Parents/Guardians

We believe that open, constructive communication between school and parents/guardians is the best way to support every child or young person and ensure that they make progress. The School is very successful in providing detailed and regular feedback to parents /guardians about the progress and overall wellbeing of each student.

Preparing for Secondary School

As students move into the secondary phase of their education, they become more independent and may start to travel on the school bus so parents/guardians will notice less contact at drop off and pick up, but we manage the transition carefully and always invite parents/guardians to email or call with any concerns. Transition meetings are held between staff/Form Tutors in Years 6 & 7 at TJSS and an induction process begins before the official start of the school year and a mentor is assigned to new students joining us in any year group.

Teachers are encouraged to make contact with parents/guardians either by email, iSAMS, through the student planner or by phone. At times, parents/guardians will also be invited to meet a subject teacher, Head of Department or Head of Year as appropriate.

Formal contact between staff and parents/guardians takes place at dedicated Parent- Teacher consultation meetings.

Homework

Homework covers a range of tasks and activities which pupils are asked to do outside lesson time independently and to the best of their ability. Homework makes the greatest contribution to learning when students, teachers and parents/guardians share common goals and when expectations are clear.

Parents/guardians can help by ensuring that students have an appropriate place at home to do their homework, as free of distractions as possible and to assist them in keeping routines without, of course, doing the work for them. Parents should contact their child's form tutor by email, through the school planner or by phone with any questions or concerns.

The purpose of homework is to support students in their aim to achieve the highest possible standards, by providing them with time to learn outside the normal school day and to prepare for the next lesson in each subject they are studying. Homework should also prepare students for future learning and lessons by establishing healthy working habits and through the consolidation, reinforcement, and application of skills. Through the setting of meaningful homework teachers are provided with the opportunity for further assessment and feedback on the progress of the students that they teach.

Homework is set regularly but its expectations in terms of content and time develop through the school years.

Access To the School Site: Parents/Guardians

We ask that parents/guardians do not come onto the school site without prior arrangement, that students be dropped off and/or are collected from the appropriate points.

A parent/guardian who is expected and has permission to visit the school, must enter through the reception area, sign in and wear a visitor's badge throughout their time on site. It is the responsibility of every member of staff to approach anyone who does not visibly have a visitor's badge to politely enquire as to the purpose of their visit.

Goods Supply Outside School

The supply and delivery of goods (e.g., food and beverages) is strictly prohibited from out of school suppliers during school operation. Students are obliged to purchase goods from the school canteen which is inspected regularly by the health services.

The Senior School Parents' & Guardians' Association (SSPGA)

The Senior School Parents' & Guardians' Association (SSPGA) is an officially registered association with the relevant government body (Registrar of Association & Institutions of the Nicosia District Administration, Ministry of Interior) and is also a member of the Pancyprian Federation of Parents' Associations of Private Schools.

The main function of the SSPGA is to support the School by raising as much money as it can in order to enrich the facilities of the School thus enhancing the learning experiences for the students. It also provides those 'little extras' that make school memorable, such as Tsiknopempti celebrations, the Annual Photos and an annual 'Welcome' back to school party, just to name a few. Furthermore, it organises lectures/presentations on subjects appealing to both parents and students.

The SSPGA encourages parents to join the Association as by becoming part of the SSPGA family, as a member and a volunteer, parents ensure the success of the SSPGA's endeavours that benefit our children.

To become a member, parents must fill in the membership form and submit it along with €20 per family, which is the membership fee for the academic year 2026-27. This entitles members to take part in the Annual General Meeting and to have the right to vote. Only one of the parents can be a member of the Executive Committee at any given time.

The SSPGA Executive Committee is made up of nine members (2 members are parents of children in Year 7, and the remaining 7 members are parents of children in Years 8 - 13. The Executive Committee has also set up three sub-committees: The Events Committee, the Public Relations Committee and the Liaison Committee.

4. BEING A STUDENT

Students are required to behave in accordance with the school's Behaviour Policy and Internal Regulations in addition to the Home School Agreement. This includes during holidays, after school both within and beyond school premises. If a student commits a disciplinary offence, within or outside the school, the student is still subject to sanctions as described in the internal regulations.

4.1. Punctuality, Attendance & Absence

Parents/guardians have a duty to make sure their children attend regularly and punctually. School staff are committed to working with parents/guardians to ensure as high a level of attendance as possible.

Students should be at school on time for registration every day unless there is a valid reason for the absence. **Students are expected in school by 8.00am and in Form Rooms by 8.05.** Permitting absence from school without a good reason is a breach of the Code of Conduct and the Home School Agreement. Permission for absence in advance must be communicated to the school and approved. Parents should avoid extending holidays into term time or arranging visits to the doctor, dentist etc. during school hours.

Arrival after the register has been taken will incur a 'Late' mark. At the Senior School, if a student is late to school, the Form Tutor will follow the Behaviour Management Policy (for the first occurrence a warning will be issued, students who are late to school more than three times in two weeks (within a half-term) without an adequate explanation will receive a detention at break. Persistent lateness may result in an after-school detention. If the issue is not resolved, parents will be called in for a meeting with the relevant Head of Year.)

Authorised Absences

Authorised absences are mornings or afternoons away from school for an unavoidable reason such as illness.

Absences may also be authorised for the following reasons:

- Days set aside for religious observance by the religious body to which the student belongs, bereavement and funerals of close family members, in exceptional cases severe illness of close family members.
- For Key Stage 4 and 5 students only, attendance at certain protests (if the parental permission form has been received by the school on the first day of the new academic year), external examinations, and visits to universities. Permission may be granted in exceptional circumstances for the following reasons if requested in writing at least 5 school days in advance:
- Professional performance opportunities.
- Participation in external sporting events at regional, national, or international level.

Unauthorised Absences

Unauthorised absences are those which the school does not consider reasonable and for which permission has not been granted.

These include:

- Truancy for the whole or part of the school days.
- Absences which have not been explained.
- Late arrival at school which is not recorded in the register or at reception.
- Attendance at protests by Key Stage 3 students or students in Key Stage 4 and 5 who do not have a parental permission letter.
- Holidays during term time.

In the case of any absence students are expected to be responsible for catching up with any work that is missed at the school.

Once dropped off at the school grounds students are not allowed to leave before the official end of the school day without a written request from parents/guardians. If they do have permission to leave, students must sign out at the school reception and must sign in again if they return.

Students whose absences (authorised and unauthorised) fall to 90% and/or below of lessons will be contacted by the school. Students whose absences (authorised and unauthorised) fall to 80% will be required to meet, together with their parents, Head of Key Stage/Year. For those students who miss more than 52 **unauthorised lessons**, or 151 **authorised lessons** **parents/guardians are reminded that the Ministry stipulates that this may lead to the student being required to repeat a year.** Absences and lateness will be commented on in the student's school report. Attendance letters are sent out to parents/carers every half-term for those students whose attendance has dropped to below 90%. This is for both authorised and unauthorised absences. Continued absences may be presented to the Teacher Association for promotion decisions.

Absence Due to Illness

If students don't feel well while at school, they should visit the School Nurse who will contact home if necessary. Students are not allowed to contact parents to pick them up.

Parents/guardians should give notification to the school of illness on the first day of absence. If an absence remains unexplained the School will contact home requesting details. The School will also contact parents/guardians if students are persistently absent.

5. STUDENTS CONDUCT

Students are required to behave in accordance with the school's behaviour policy and internal regulations in addition to the home school agreement. This includes during holidays, after school both within and beyond school premises. If a student commits a disciplinary offence, within or outside the school, the student is still subject to sanctions as described in the internal regulations.

5.1. Uniform And Overall Appearance

A high standard of personal appearance is expected at all times. **Those arriving at the School in non-uniform items may be asked to go home to change or uniform items will brought to school by parents/guardians.** Physical Education (PE) kit is also required (a note from home is needed if a student does not have the correct kit).

It is strongly recommended that uniform is marked with full name – not just initials.

Boys' Uniform

- Charcoal grey trousers /bermuda shorts with SS Logo.
- White polo shirt with SS logo or formal shirt with SS logo.
- Sleeveless charcoal grey pullover with SS logo.
- Plain grey, black or white socks.
- **Plain black shoes, trainers or black boots.** If trainers are worn, they must be **all black** – NO WHITE SOLES OR OTHER COLOURED MARKINGS.

Girls' Uniform

- Charcoal grey skirt or skort – knee length with SS Logo.
- Charcoal grey trousers / shorts with SS logo.
- New plaid skirt
- White polo shirt with SS logo or formal shirt with SS logo.
- Sleeveless charcoal grey pullover with SS logo (optional).
- Plain grey, black or white socks; dark grey or black tights (no leggings or legwarmers).
- **Plain black shoes, trainers or black boots** (if trainers are worn, they must be **all black** – NO WHITE SOLES OR OTHER COLOURED MARKINGS).
- Black boots may be worn with trousers only, and no heel.

In winter weather students may also choose to wear the following:

- Long sleeved white polo shirt with SS logo.
- Charcoal grey V-neck pullover with SS logo.
- Black fleece jacket with SS logo.
- Black sweatshirt/hoodie with SS logo
- School scarf or one that is plain dark grey or black.
- A Senior School waterproof jacket.

PE Uniform

The School's PE uniform is a Senior School House T-shirt and shorts. The girls also have a choice of wearing a P.E. skort (a skirt with integral shorts), black cycling shorts or black leggings with SS logo.

For swimming, girls should wear a black one-piece swimsuit and boys black swim shorts. Both need to wear a school swim cap with SS logo; all can be purchased at 'Drousko' from the school's uniform supplier "Drousko" (see below).

If a tracksuit is worn, **it should be the approved SS tracksuit**. Plain black leggings with the school logo may also be worn but no other leggings or sweatshirts are allowed, and no other logos are allowed.

Students who have leadership roles may require a school blazer. A Senior School Blazer, white shirt and tie is not compulsory but may be required for both boys and girls to be worn on special occasions e.g. parade, Open Evening (students will be notified when necessary).

Jewellery, Make-up and Hair

Students are allowed to wear the following:

- A wristwatch.
- Small, **discreet** pieces of jewellery (necklace or bracelet). (e.g. necklace or bracelet).
- Piercings should be **discreet** and covered or removed for P.E.
- Make-up must be **subtle**, and no nail varnish is allowed (Years 7 – 11).
- Boys' and girls' hair should be worn away from the face, hair should be a natural colour.
- Long hair should be tied back during Science and Physical Education lessons.
- Extreme hair styles such as a 'Mohican style' are not permitted.
- Visible tattoos are not allowed.
- Y13 students may wear their **approved** graduation T-shirts and hoodies with school trousers, skirt or black trousers unless otherwise decided by the Headteacher. This is a privilege, and any such graduation T-shirts/hoodies must be approved by the Headteacher.
- All jewellery should be removed for P.E.

Uniform Supplier

The school uniform supplier is "Drousko" and their shop "Classmates" can be found at 14 Foti Pitta Street, 1065 Nicosia, tel: 2276 1080, e-mail: drousko@drousko.com.

Please note that school uniform can also be ordered online at: www.classmates.com.cy

5.2. Access To School Site: Visitors, Buses & Private Vehicles

A visitor is someone who is expected and has permission to visit the school. Every visitor to the school must enter through the reception area, sign in and wear a visitor's badge throughout their time on site. It is the responsibility of every member of staff to approach anyone who does not visibly have a visitor's badge to politely enquire as to the purpose of their visit. Any suspicious person or package on the school site will immediately be reported to a teacher or member of the Management team. Students are not permitted to socialize

with visitors. Teachers on break, in class or around the school will report to the management any student who does not follow these instructions.

School Bus Service

There is a bus service whereby parents may enter into contracted agreement directly with the bus provide for a *door-to-door service* to and from the school.

Additionally, a shuttle service is available for morning and afternoon to transport students from the city centre to the Senior School from five different pick-up points around Nicosia (K Cineplex, Jumbo, Satiriko Theatre at Aglantzia, Apostolos Andreas church in Aglantzia and the Junior School).

Further details will be forwarded to parents.

Student Driving and Parking

Driving to and parking at the School is considered a privilege. If students in Years 12 and 13 choose to drive to school, they must have a valid driving license and insurance.

Students must park in the area to the east of the main Senior School car park. A student coming to school by any type of vehicle must declare the details of the vehicle to the school reception and must park in student car park provided opposite the main entrance to the School. Parking in any other place is strictly prohibited and, therefore, considered a misdemeanour and liable to sanctions.

The safety of all students is paramount and any unnecessary or dangerous driving within or around the school site will also incur sanctions. Each student is personally responsible for their own vehicle.

Student passengers in cars driven by other students must abide by all relevant safety regulations, including the wearing of a seatbelt.

Students are not permitted to attend school trips using their own private vehicle.

5.3. Appropriate Use of Technology by Students

School computer use is governed by a School, Parent and Student agreement containing the following rules:

- The student will bring their laplet to school every day, sufficiently charged.
- When charging, the student will have their laplet switched on so that updates can be installed.
- The student will access their device and 365 account with their own login and password, which they agree to keep secret.
- The student will not access or try to access another person's device or interfere with other people's work or files.
- The student will use the device for schoolwork and homework.
- The student will understand that the laplet has predefined policies configured to protect it from becoming unusable and that any attempt to bypass these policies will resort in consequences as per the school's Behavioural Policy.

- The student will understand that they are not allowed to install software on the devices (games, chat, social media etc..) without prior approval from school staff.
- The student will understand that school staff may request to see their laplet and its contents at any time. The student must surrender the laplet for inspection if asked.
- The student will not waste time in school using the device for non-learning activities.
- The student will not use the device during breaktimes, unless directed to do so by a member of staff.
- When in class and the laplet is not required, the student will put it back in its case or school bag.
- The student will not behave in a way that can cause damage to their laplet or other's laplets, ICT equipment or to software installed.
- The messages that the student sends should be polite, responsible and related to school work.
- During school time the student will not use any of the functions of the device (chat forums, private messages, camera, Minecraft etc.) for any use except for that requested by a staff member.
- The student will not give their home address, telephone number or arrange to meet someone, unless their parent or carer has given permission.
- The student will report any unpleasant material or messages sent to them. The student will understand that this report will be kept confidential and will help protect them and other students.
- The student will understand that the school may check their files and monitor the internet sites and activities on the device that they use in school.

School Laplets

When choosing the device for implementing 1 to 1 devices for students and staff the main criteria was durability, comfort and enough processing power in order to provide service to the students for their term at the school until they graduate. The device chosen was the Lenovo 300E 2nd Generation laplet with Pencil Touch technology. This is a rugged device, purpose built for the education environment with military-grade durability and drop resistant from up to 75cm. The 360-degree hinge allows the device to be used as a laptop, tent, or tablet for maximum comfort with up to 10 hours of battery life. The devices are used daily in the classroom in various subjects as assistive technology.

Safer Internet Use

"Communication between The Junior School and Senior School (TJSS) and external bodies promotes the wellbeing of pupils at risk or in danger of harm, pupils have a secure awareness of how to keep safe and online. (ISI report 2019)".

On school premises the devices automatically connect to the school Wi-Fi network specifically set up for the student devices. This network is filtered with Cisco's sophisticated Content Filter protecting students from undesirable or dangerous websites. Knowing that no content filter is 100% secure, students are taught about safe browsing and how to recognize malicious or suspicious websites. Students are taught about terms phishing, pharming, smishing, sensible use of social media and about leaving a positive digital footprint which will not reduce their chances of employment in the future.

Mobile Phones

The Senior School operates a mobile phone ban on school premises during school hours, including before and after extra-curricular activities.

KS3 and KS4 students may have their mobile device in their bag, but their mobile must not be visible and should be switched off until students have exited the school premises at the end of the day.

Key points of the mobile phone ban include:

Devices Must Be Turned Off: Students are required to turn off their mobile phones before entering the school and keep them stored away in their bags until they have left the school at the end of the school day. If students are seen using their phones, then the phone will be confiscated until the end of the school day. Parents will receive a call to notify them of the confiscation. The incident will be recorded in our Reward and Conduct database and we will follow our behavioural procedures. Phones will be returned to students at the end of the school day.

Exceptions: We understand that there may be limited circumstances in which students need to use their devices. Parents are encouraged to discuss these situations with respective heads of year for appropriate arrangements to be made for students with health or language difficulties.

KS5 students are allowed to use their mobile phones in class, with teacher permission and for teaching and learning purposes only. They also have permission to use their mobile phones in the library or their study area at the back of the assembly hall and to play at the canteen.

However, KS5 students must not use their phones in the corridors or outside when there are KS3 and KS4 students present, e.g. breaktimes. Teachers will confiscate the mobile phone and follow the same procedures laid out for Key Stages 3 and 4.

5.4. Student Conduct: Rewards & Consequences

Rewards & Consequences

The School has policies for behaviour, rewards and anti-bullying which are strictly adhered to by all staff. Our school promotes a positive, growth mindset with positive discipline, rewards, and encouragement. We reward students for their behavioural conduct as well as their academic, extra-curricular and sporting achievements. We achieve this primarily with the use of a system of rewards and sanctions which is displayed in every classroom and used to guide students in their adherence with school policy. Students and parents/guardians sign a Home-School Agreement undertaking to abide by school policies.

Our behavioural procedures offer a series of escalating sanctions and reminders for students who find it difficult to behave in a positive way towards their peers, teachers, and other members of the school community. Staff record behaviour, both rewards and sanctions, on a central register.

In Key Stage 3 students are rewarded and motivated with merits and merit awards. In Key Stages 4 and 5 pupils are awarded letters of commendation, (I)GCSE and AS/A2 Award Certificates.

A range of sanctions are used to reinforce positive behaviour including break detentions, after school detentions, target setting, community service and behaviour contracts. Repeated offences or serious transgressions can lead to internal or external exclusion from school. Behaviour procedures are displayed in each classroom and on our school website.

These measures aim to improve student behaviour whilst strengthening personal responsibility and self-discipline. Decisions regarding offences and sanctions are made by the class or form teacher, the relevant Head of Year, the Assistant and Deputy Head, the Headteacher and the Principal where necessary and depending on the severity of the offence. Pedagogical measures that can be imposed include:

- A dialogue with the student
- Observation
- A verbal warning
- Target Setting
- The recording of an incident on iSAMS
- Weekly/daily report card for every lesson attended
- Removal from class.
- Community service work.
- Break time detention.
- After school detention.
- Fixed term exclusion (up to two days).

The Role of The Senior School Disciplinary Committee

If all strategies in response to poor behaviour have been exhausted then longer fixed-term internal or external suspension may be considered and, in extremis, permanent exclusion. Exclusions beyond two days duration can only be sanctioned by the Principal, in conjunction with the Teachers' Association and, in the case of permanent exclusion, the Ministry. If a permanent exclusion is considered, then a panel comprised of: the Principal, Disciplinary Members, Head of Year, SLT (Senior Leadership Team) member, together with Student Representatives (Head Boy and Head Girl including the Year's Student Council Representative who in matters of great sensitivity may be excluded) should meet to hear the evidence for exclusion. The student may be represented by their parents. Decisions made by the panel are then taken to be voted by the Teachers' Association or the Disciplinary Committee.

The School may choose, for example, to internally exclude a student as a result of a serious breach of the Behaviour Code of Conduct. The student will be required to work away from his or her peers for one or more days, though still on the school's premises. The student will not be allowed to have their breaks with other students rather, they will be afforded breaks at a separate time. The student will have full access to toilets and drinking water. Parents/guardians will be informed of such a sanction in writing.

Fixed-Term Exclusion

A longer term fixed-term exclusion can be sanctioned only by the Principal or Headteacher and will involve a meeting with the Disciplinary Committee and the Teachers' Association.

Permanent Exclusion

The School reserves the right to exclude permanently any student who, for example, behaves violently towards a fellow student or member of staff, is found in possession of or dealing in any illegal substance, or demonstrates any other behaviour(s) that is seen to be threatening, dangerous, illegal, or accumulative over a period of time. Parents/guardians of an excluded student have the right to appeal to the Ministry of Education (see Complaints Procedure).

A table of offences and sanctions follows and our Behaviour and Reward procedures can be found in this booklet.

Table of offences and sanctions

In Class Sanctions

Offence	Sanction	
Late arrival to class, low level disruption, refusal to follow instructions, disrespect to teacher and/or students, use of offensive language, incorrect uniform*, improper use mobile phone or another device, missing or uncharged laplet.	Stage 1	Verbal warning
	Stage 2	Reported on ISAMS.
	Stage 3	After 3 incidents - 2 nd break time detention. Students and parents/guardians informed.
	Stage 4	After school detention for continuation of issue / misbehaviour or if detention was not attended. Parents/guardians informed.
	Stage 5	Continuation of misbehaviour, subject report, meeting with HoD and parents.
	Stage 6	Continuation - behavioural contract, parents informed by HoY and advised that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee.
	Stage 7	Continuation, breach of contract, persistent misbehaviour - internal exclusion AH/DHP meet with parents.
	Stage 8	Continued poor behaviour, AH/DHP recommendation to Disciplinary Committee for a range of sanctions including permanent / temporary exclusion or repeat of year.
<i>*FT during morning reg. Stage 1: will give verbal warning. Stage 2: Call home and inform the parent that the child will be sent home if not sent in correct uniform. Stage 3: Student is sent home. Stage 4 onwards: Follow Stages mentioned above</i>		

Offence	Sanction	
Late arrival to class, low level disruption, refusal to follow instructions, disrespect to teacher and/or students, use of offensive language,	Stage 1	Verbal warning

incorrect uniform*, missing or uncharged laplet and improper use of mobile phone or another device **		
	Stage 2	Reported on ISAMS.
	Stage 3	After 3 incidents - 2 nd break time detention. Students and parents/guardians informed.
	Stage 4	After school detention for continuation of issue / misbehaviour or if detention was not attended. Parents/guardians informed.
	Stage 5	Continuation of misbehaviour, subject report, meeting with HoD and parents.
	Stage 6	Continuation - behavioural contract, parents informed by HoY and advised that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee.
	Stage 7	Continuation, breach of contract, persistent misbehaviour - internal exclusion AH/DHP meet with parents.
	Stage 8	Continued poor behaviour, AH/DHP recommendation to Disciplinary Committee for a range of sanctions including permanent / temporary exclusion or repeat of year.
	<i>*FT during morning reg. Stage 1: will give verbal warning. Stage 2: Call home and inform the parent that the child will be sent home if not sent in correct uniform. Stage 3: Student is sent home. Stage 4 onwards: Follow Stages mentioned above</i> ** Immediate confiscation of phone. Teacher brings mobile to reception. Reception staff member will place the phone in an envelope/sealable bag and label with the student's name. Reception staff member telephone parent/ guardian and inform them that they are in possession of student's phone. Student picks up mobile phone at the end of the day ONLY. Class teacher enters details on ISAMS. If student refuses to hand in phone, Stage 3 (2nd break detention is issued). Second occurrence in class, teacher repeats above and issues After School Detention. If student refuses to hand in phone again, Stage 4, After school detention is set After this, class teacher follows Stage 5	

Around School Sanctions

Offence	Sanction	
Breaking school rules, failure to follow instructions from staff, littering, improper use mobile phone or other device, misbehaviour around the school, aggressive language or behaviour. *Go straight to this stage for these or similar offences.	Stage 1	Verbal warning
	Stage 2	Breaktime detention recorded on ISAMS. Students and parents/guardians informed.
	Stage 3	Truancy, smoking / vaping, fighting* - After school detention (Exclusions may also be considered depending on the severity of the case). HoY to contact home.
	Stage 4	Repeat of Stage 3 - community service detention' after school, parents informed.
	Stage 5	Persistent misbehaviour or failure to tun up to a community service detention - Behavioural contract issued, meeting with HoY and parents
	Stage 6	Continuation of poor behaviour. Re-issue of Behavioural Contract. HoY advises parents that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee.
	Stage 7	Breach of contract, persistent misbehaviour - Internal Exclusion
	Stage 8	Continuation - External Exclusion with Disciplinary Committee approval.
	Stage 9	Continuation - Permanent exclusion with Disciplinary Committee approval.
For more serious issues such as arson, burglary, vandalism	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion). Parents/guardians may be asked to pay for damages/repair.	
Other more serious issues would include drug use or possession of illegal substances or acting as a 'go-between' to facilitate the buying of drugs or illegal substances.	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).	

Other more serious issues would include abusive behaviour and / or verbal violence	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include sexual Harassment	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include physical violence of a sexual nature	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include intimidating or threatening behaviour	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include fighting unprovoked attack	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include theft or serious vandalism	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).

Offence	Sanction	
Breaking school rules, failure to follow instructions from staff, littering, misbehaviour around the school, aggressive language or behaviour. *Go straight to this stage for these or similar offences.	Stage 1	Verbal warning
Improper use mobile phone or other device, Staff will follow policy as laid out in Around School Sanctions		
	Stage 2	Breaktime detention recorded on ISAMS. Students and parents/guardians informed.
	Stage 3	Truancy, smoking / vaping, fighting* - After school detention (Exclusions may also be considered depending on the severity of the case). HoY to contact home.
	Stage 4	Repeat of Stage 3 - 'community service detention' after school, parents informed.
	Stage 5	Persistent misbehaviour or failure to tun up to a community service detention - Behavioural contract issued, meeting with HoY and parents
	Stage 6	Continuation of poor behaviour. Re-issue of Behavioural Contract. HoY advises parents that if behaviour does not improve, the issue will be forwarded to the Disciplinary Committee.
	Stage 7	Breach of contract, persistent misbehaviour - Internal Exclusion
	Stage 8	Continuation - External Exclusion with Disciplinary Committee approval.
	Stage 9	Continuation - Permanent exclusion with Disciplinary Committee approval.
For more serious issues such as arson, burglary, vandalism		Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion). Parents/guardians may be asked to pay for damages/repair.

Other more serious issues would include drug use or possession of illegal substances or acting as a 'go-between' to facilitate the buying of drugs or illegal substances.	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include abusive behaviour and / or verbal violence	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include sexual Harassment	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include physical violence of a sexual nature	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include intimidating or threatening behaviour	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include fighting unprovoked attack	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).
Other more serious issues would include theft or serious vandalism	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).

Other more serious issues would include an active police investigation	Potential fixed-term or permanent exclusion: exclusions over 2 days to be referred to the Disciplinary Committee (and the Ministry of Education in case of permanent exclusion).	AH / DHP to meet with students and parents and records on Rewards and Conduct manager. Forward to Disciplinary Committee. AH / DHP email home and add to Wellbeing Module. (FT / HoY informed through ISAMS)
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Academic Concerns

Offence	Sanction	
No homework, forgetting books, persistently below MidYis, YELLIS, ALPS and other ongoing data, missing or uncharged laplet	Stage 1	Verbal warning
	Stage 2	Continuation of Stage 1, breaktime detention issued to complete re/do work. Students and parents/guardians informed.
	Stage 3	If issue persists or student doesn't attend break-time detention, teacher sets targets and reviews. After school detention issued. Students and parents/guardians informed.
	Stage 4	Repeat or continuation of concern, failure to meet targets, failure to attend after school detention. HoD intervention and/or use of report card.
	Stage 5	Repeat or continuation of concern, failure to meet targets. Meeting with HoD, teacher and parents, use of report card.
	Stage 6	Repeat or continuation of concern, failure to meet targets on report card. DHC decision about Academic Concern contract.
	Stage 7	Continuation of concern with no improvement. Referral to HT to decide on further steps, which could be Teacher Association involvement and/or reference to our promotions policy.

5.5. Student Voice & Opportunities for Enrichment

The School promotes the fundamental values of democracy, respect and tolerance of those with different faiths and beliefs. It promotes universal principles which enable students to foster self-knowledge, self-esteem and self-confidence, recognise right from wrong, take responsibility for their own behaviour, contribute to the lives of those around them in their community and gain knowledge and respect. SMSC (Spiritual, Moral, Social and Cultural education) is a valued component of our curriculum in all key areas, including PSHE)

Strategies are employed effectively to ensure that students of all ages are listened to and provided with early help and support if needed. Good behaviour is encouraged and students are motivated to work and behave in accordance with the school aims, with bullying aiming to be prevented as far as is reasonably practicable.

Student Voice

The Student Council is run by a member of staff under the guidance of the Headteacher. At the beginning of the academic year, students are asked to put themselves forward for the Student Council. If they decide to run for Student Council then they prepare a short video of themselves explaining why they want to be on the Student Council, what ideas they have and the contribution they would like to make. This video is then shown to the whole year group who vote electronically for two candidates from their year group. The two candidates from each year group with the most votes are elected to represent their year group. When the Student Council congregates for the first time, they elect between them a President, Vice President, Secretary and Treasurer. They then have regular weekly meetings with the staff member in attendance. Other leadership opportunities include Head Girl / Boy positions alongside Deputies as well as House, Sports and Arts Captains.

Co-curricular And Extra-Curricular Programme

The School aims at creating all-rounders: students who excel in academics but are also involved in co-curricular and extra-curricular activities. There are extensive opportunities at both primary and secondary levels: the Afternoon Activities programme begins after the end of the school teaching day and offers a comprehensive range of artistic, dramatic, musical and sporting activities as well as many other possibilities to suit all interests, such as chess and learning a new language. The School's choir and orchestra organises annual concerts, and there is a musical production every other year, allowing students to experience performing, devising, composing as well as the technical supporting roles of theatre and concerts.

Afternoon Activities

We offer a multi-activity Afternoon Activities programme which runs from the final week of September/start of October onwards and provides all our students with exciting opportunities that enrich the curriculum offered in the morning. Our activities include Art Clubs, Sports, ICT and Music Clubs as well. Other activities at the School include the Duke of Edinburgh International Award scheme, Diving lessons, Public Speaking/Debate, the Junior Achievement programme and many more.

The PE Department offers a wide range of Sports Clubs in a variety of disciplines, for all age groups such as: Athletics, Basketball, Dance, Football, Gym, Hockey, Table-Tennis, Tennis, and Lifesaving. We provide students with opportunities to represent the School in a range of other sporting competitions and competitive fixtures against other schools. Our school teams train and take part in competitions organised by the Ministry of Education and we have had a good record of sporting achievement in Pancyprian Competitions as well as external sporting awards.

An elite sports programme is offered by our Sports School with strength and conditioning and focused training delivered by experienced and qualified coaches.

6. ANTI BULLYING POLICY

The School aims to ensure that all members of the school community feel welcome, safe and happy and so are able to learn and make progress. Bullying of any kind prevents this happening. Bullying makes people feel unsafe. We seek to provide a secure, positive environment where pupils are entitled to be treated with respect and understanding and to participate in any activity free from intimidation.

As a school, we take bullying in any form very seriously. Students, parents/guardians should understand that reporting bullying is essential and be assured that the School will investigate thoroughly whenever bullying is reported. It is the responsibility of all members of the school community to implement the Anti-Bullying Policy. Staff and students should receive regular training and reminders about the necessity to be vigilant for signs of bullying and the policy is reviewed on an annual basis.

This policy will be discussed with all new entrants to the school, using age-appropriate language. Both parents/guardians and students agree to adhere to this policy by signing the Home School Agreement and Code of Conduct.

6.1. Policy Aims & Objectives

- To build an anti-bullying ethos within the school community.
- To ensure all staff, students, parents/guardians have a clear understanding of what bullying behaviour is.
- To ensure all within the school community know and understand the school policy on bullying and feel confident to implement it when bullying is suspected or reported.
- To challenge bullying behaviour and use both counselling and sanctions to deal with it.
- To increase understanding and support for students who are bullied.

6.2. What is Bullying?

Bullying is normally identified in cases where three conditions exist:

1. the behaviour causes harm or hurts another individual, emotional or physical harm or makes them feel unsafe and intimidated because of their gender, race, religion, culture, sexual orientation, ability or disability or any other perceived difference.
2. is normally repeated but it can also be a one-off incident (for example in the case of racist bullying).
3. there exists an imbalance of power (which is why the victim is unable to stop it from re-occurring).

It can be carried out by individuals, or by groups. It can be emotional, physical, racial, sexual, verbal, homophobic, related to special educational needs or disability or a combination of these. It can occur in person or through social media / technology (Cyber bullying). It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule, or other actions such as spreading unpleasant stories and gossip, sending inappropriate text messages and/or e-mails or making inappropriate telephone calls, the inappropriate use of the internet/personal websites/ blogging/social media.

All bullying is designed to make the victim feel threatened, humiliated and unsafe. Bullying is a very serious matter and in both the short and the longer-term bullying can lead to health problems including possible psychological problems for the victims.

Some bullying is physical:

- Pushing, hitting, kicking.
- Taking and damaging belongings.

Some bullying is verbal:

- Name-calling.
- Taunting, mocking, sarcasm.

Some bullying is relational:

- Excluding people from groups, deliberately ignoring.
- Gossiping, spreading rumours.

However, not all negative interactions between students can be characterised as bullying and the School works hard to ensure that students understand the differences between bullying and 'falling out' or arguing.

Cyberbullying

The School adopts a zero-tolerance policy towards any form of bullying, including cyberbullying. By cyberbullying we mean the bullying that uses modern technology such as mobile phones, or the internet.

This 'Cyberbullying' includes:

- Text-message bullying.
- Phone-call bullying.
- Picture/video clip bullying (via mobile phone or digital camera devices).
- Email bullying.
- Chat-room bullying.
- Bullying through instant messaging.
- Bullying via websites and social media sites.
- Taking photos without permission.
- Altering photos or videos without permission.
- Online bullying whilst gaming.
- Sexting.

According to the Ministry of Education Guidelines, cyberbullying which occurs outside of school is deemed not to be the responsibility of the School. In such instances, parents/guardians will be informed, and the school will contact the Cyber Ethics Department of the Cyprus Police Force who will carry out further investigations.

However, if the cyberbullying impacts on a student's life in school, then the School may take measures to protect that student and impose sanctions against the offending student(s).

6.3. Preventing Bullying

The School is fully committed to minimising the incidents of bullying through the following means:

- Commitment of staff and students to reporting incidents.
- Regular staff training on anti-bullying and anti-racism.
- The School's PSHE (Personal, Social and Health Education) programme, including an annual Anti-Bullying week to raise awareness.
- Dealing with incidents discretely, effectively and timely.
- Clearly specified sanctions and consequences, which are made known to the whole school community.
- Informing parents/guardians and other appropriate individuals.
- Following up on incidents to ensure there is no recurrence.

It is expected that everyone in the school community will adhere to this policy.

At the School everyone is vigilant for signs of bullying and always takes reports of bullying seriously. We use the curriculum to reinforce the ethos of the School and to help students to develop strategies to combat bullying behaviour. The anti-bullying policy is posted on the school's website.

Staff receive regular training on how to tackle incidents of bullying and various strategies are used to try and alleviate potential bullying such as individual preventative meetings and information meetings for staff to be vigilant to developing situations or with children who may be vulnerable to bullying at any given time.

We make sure that students understand that they must report any incidents of bullying to an adult and that, when another student tells them that they are being bullied, or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

Signs of bullying might be:

- **Physical:** bruises, scratches, cuts, damaged clothes.
- **Health:** loss of appetite, stomach-aches, headaches, soiling/bedwetting, nightmares.
- **Emotional:** unwillingness to go to school, withdrawn or secretive behaviour, unhappiness, unusual shows of temper, refusal to speak about problems, elevated levels of anxiety, jumpy when cyber messages are received.
- **Change of routine:** asking to be taken to school rather than walking/travelling on the bus, asking for more money, belongings that are lost or go missing repeatedly.
- **Academic:** concentration difficulties, damage to work, missing work, declining grades.

Students who are bullied, who witness bullying or who have even participated in bullying should feel confident to report it to any member of the School staff whom they trust enough to tell. Each incident will be dealt with individually; all reported incidents of bullying will be taken seriously and investigated. However, reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying. Any incident of bullying, whether name calling, physical bullying or any other harassment of a student or member of staff should be reported immediately in accordance with our Behaviour Policy.

Immediate response (as soon as possible, or by the end of the school day).

1. Every incident must be recorded in writing in accordance with our Behaviour Policy. A copy of the report and the action taken should be handed to the Head of Year or relevant pastoral lead.
2. Students will be interviewed separately at first to clarify everyone's point of view.
3. Older students may be asked to write a report themselves.
4. The form tutor of the student who has been bullied will be informed.
5. The relevant Pastoral Head of Year will decide on the next stage of action.
6. Parents/guardians of all students involved will be informed.
7. If the bullying is very severe then the police may also be informed by the School, but usually this is the role of the parents/guardians to report to the police.

Follow up response (within a week)

1. When an incident of bullying takes place, relevant staff and Head of Year will discuss issues relating to the incident with the students involved, in a way suitable to their age and level of understanding, making use of the solution-focused approach.
2. Each student will be given an opportunity to talk, and the discussion will remain focused on finding a solution to the problem and preventing any recurrence of the bullying.
3. Students who have been bullied will receive appropriate support, which may include advice from external agencies, where needed.
4. Students who have bullied will be offered support by staff and if necessary, the school counsellor. Students who bully will be helped to understand the pain this causes to others and reminded of the possible consequences of bullying. The sanctions for repeated incidents will be explained clearly to them. Support will be agreed to ensure they do not repeat bullying behaviour, and their behaviour may be monitored.
5. Both parties may be invited to meet in the presence of a staff member to find a solution to move forward.

If bullying persists, one or a combination of the following actions may be taken:

- An official report will be made and filed in the student's personal record.
- Existing disciplinary sanctions will be used in accordance with the School's Behaviour Policy.
- Parents/guardians will be contacted to discuss the issues. They will be given feedback on progress in dealing with the incident. Additional external help may be recommended, for example from educational psychologists.
- Exclusion from the school – this is dependent on the severity and/or persistence of the bullying and will be a final resort, in accordance with the Behaviour Policy.
- On rare occasions it may be necessary to move a child into a different form, class or teaching set. This will only be done after informing the parents/guardians.

Strategies for Reporting and Recording Bullying

1. All reports of bullying, no matter how trivial, will be investigated and dealt with by class teachers initially. In this way students will gain confidence in "telling". This confidence factor is of vital importance. Subject teachers should inform the Form Tutor or Head of Year that any such matter has been dealt with and will be monitored.

- Each case will be dealt with on an individual basis but reporting bullying and keeping central records can also help staff to identify and address patterns of repeated bullying.
2. Serious cases of bullying behaviour* by students will be referred immediately to the Head of Year or Headteacher.
 3. Parents/guardians of victims or bullies will be informed by the Head of Year or Headteacher or as soon as possible so that they are given the opportunity to discuss the matter. They are then in a position to help and support their child before a crisis occurs.
 4. Teachers should record incidents of bullying on the report sheet provided and a copy of this should be sent to or retained by the relevant Head of Year and placed on the student's file.
 5. This report sheet indicates what action is to be taken and then monitored.

* Examples of serious cases would be students ganging up on a student, e.g., in playground, toilets; outward aggression towards another student, repeated bullying behaviour when previously tackled by class teacher. This list is not exhaustive.

Procedures For Investigating and Dealing With Bullying

Teachers will take a calm, unemotional problem-solving approach when dealing with incidents of bullying behaviour reported by students, staff or parents. In any incident of bullying, the teacher will speak separately to the students involved, in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regard to the rights of all the students concerned. Students who are not directly involved can also provide useful information in this way.

1. When analysing incidents of bullying behaviour, the teacher will seek answers to questions of what, where, when, who and why, in a calm manner, setting an example in dealing effectively with the conflict in a non-aggressive manner.
2. If a group is involved, each member will be interviewed individually and then the individuals will be met as a group. Each member will be asked for their account of what happened to ensure that everyone is clear about what everyone else has said. Other students may also be interviewed to get a clearer picture.
3. Incidents of once off aggression will be dealt with according to the School's behaviour policy. If it is concluded that a student has been engaged in bullying behaviour it will be made clear to them to see it from the victim's point of view.

Staff are encouraged to use strategies to prevent bullying and to respond to bullying incidents. These include:

- Role-play and other drama techniques to help students understand and appreciate the feelings of others.
- Assemblies designed to help students share information and to provide an opportunity for presenting important issues such as equal rights, relationships, justice and acceptable behaviour.
- Anti-bullying week takes place in November each year.
- Bespoke PSHE lessons with specific year groups according to our PSHE programme or in response to a particular problem with a class or year group.

The following information is shared with students:

If you are bullied:

- Remember it is not your fault; no-one should be bullied.
- Tell someone: a parent/guardian, a friend, a teacher or an older student.
- Never keep it to yourself and think it will go away.
- It will not get worse if you report it.

Involvement of parents/guardians

The parents/guardians of any student involved in an incident of bullying will be informed of the incident and will be asked to support strategies proposed to tackle the problem.

Parents/guardians are reminded regularly, through letters and newsletters, that their children must tell someone if they experience bullying.

Involvement Of the School Psychologist

The School psychologist is available for students as well as their parents/guardians. She is introduced to the School at the beginning of the academic year. In cases of bullying, a student may be referred to her, or a student may choose to see her. She can offer specialist support, guidance and strategic advice for the students, staff and parents/guardians.

Monitoring, Evaluation and Review

Monitoring and evaluation of this policy forms a regular part of our self-review process. All policies are evaluated and reviewed with involvement from staff, students, parents/guardians

Records will be kept of all alleged bullying incidents and passed to the Principal at the end of every term to be retained in a central location. The Headteacher will keep the Principal informed of bullying incidents on a regular basis so that bullying in the School can be monitored.

7. PROGRESSION THROUGH THE SCHOOL, SCHOOL LEAVING GRADING POLICIES

The curriculum at our School underpins our Purpose and Objectives Statement. The purpose of the School is to provide excellent, innovative and creative education that enables all students to realize their full potential and to enjoy a fulfilled life as confident, compassionate and healthy members of the global community, continuing to learn and contributing to a better world for all. Our curriculum offers the means by which students may fulfil the school's purpose, being designed to provide every student, regardless of race, gender, age or ability, rich learning experiences in challenging yet supportive learning environments. The School prepares students positively for life in the modern world, promoting the fundamental Western values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs.

These values are taught explicitly through PSHE, and through coverage of the major world religions. We also teach such values through planning and delivering a broad and balanced curriculum which is based on the English National Curriculum. Apart from Greek lessons and Religious Instruction (RI), lessons are conducted in English. The Greek and RI syllabi are in line with those designated by the Ministry of Education.

a. School Leavers (Year 13) & The Apolytirion Apolytirion

The Apolytirion grades reflect the academic level of Year 13 students throughout the academic year.

The Apolytirion is based on formal assessments of three main (A Level) subjects and three common core subjects (P.E., Financial Education and General English courses).

Assessments for main subjects take place three times throughout Year 13:

- First set of assessments – at the beginning of December
- Second set of assessments – at the end of January
- Third set of assessments (Mock examinations) – Generally in March.

The first two sets of Apolytirion assessments follow similar structures:

- Each assessment is generally 1 hour long *but this can be differentiated according to the needs of each subject*
- Assessments take place during class time or after school
- No study leave is granted

The third set of Apolytirion assessments also function as the Mock examinations for the A levels:

- Assessments mimic the structure of the A level examinations and so more than one paper can be set, and each paper can be longer than 1 hour.
- A timetable is set for the assessments and no lessons happen during this period

- Study leave is granted between assessments

The results of each of these tests are given as marks out of 20 following the equivalence table.

Grades for each subject are determined by averaging the results of the tests. None of the tests are weighted more than any others.

The Apolytirion grade for each subject is calculated as the unweighted average of

- The best result of the first two sets of assessments (Apolytirion weighting: 50%) and
- The best result of the two papers of the Mock, assuming that both papers are evenly weighted. (Apolytirion weighting: 50%)

For those subjects with unequal weighting the result of the heavier weighted paper is the one that counts.

For those subjects with three papers in the Mocks, the best result of the two most heavily weighted papers would count.

- Subjects standardise their results in line with the equivalence table and A level grades.
- Each of the first two assessment periods would be over a fortnight with time slots allocated for each block within one of the double periods for that subject. No study leave is given. The timing may vary for certain subjects to their specific requirements.
- Subjects with groups in more than one timetable block prepare different papers for each group to remove the possibility of students gaining access to the questions before their assessment. These papers, and their results are standardised extremely carefully to ensure that they have the same level of perceived difficulty.
- There may be arrangements for sitting assessments after school.
- The Apolytirion does not include any privately taught A Levels. This programme is supported by classes in General English, and P.E. in Year 12.

The marks out of 20 reflect the grades at A level. See equivalence table below:

Apolytirion Mark	Equivalent Grade for A level
20	A*
19	High A
18	Low A
17	High B
16	Low B
15	High C
14	Low C
13	High D
12	Low D
11	High E
10	Low E
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Marks can be further subdivided to give increments of 0.5 in the Apolytirion score.

IBDP Apolytirion

The Apolytirion grades reflect the academic level of Year 13 students throughout the academic year.

The IBDP Apolytirion is based on formal assessments of the three Higher Level subjects and three common core subjects (Theory of Knowledge, Extended Essay and Physical Education).

Assessments for main subjects take place three times throughout Year 13:

- First set of assessments – at the beginning of December
- Second set of assessments – at the end of January
- Third set of assessments (Mock examinations) – Generally in March.

The first two sets of IBDP Apolytirion assessments follow similar structures:

- Each assessment is generally 1 hour long *but this can be differentiated according to the needs of each subject*
- Assessments take place during class time or after school
- No study leave is granted

The third set of Apolytirion assessments also function as the Mock examinations for the IBDP:

- Assessments mimic the structure of the IBDP examinations and so more than one paper can be set, and each paper can be longer than 1 hour.
- A timetable is set for the assessments and no lessons happen during this period
- Study leave is granted between assessments

The results of each of these tests are given as marks out of 20 following the equivalence table.

Grades for each subject are determined by averaging the results of the tests. None of the tests is weighted more than any others.

The IBDP Apolytirion grade for each subject is calculated as the unweighted average of

- The best result of the first two sets of assessments (Apolytirion weighting: 50%) and
- The best result of the two papers of the Mock, assuming that both papers are evenly weighted. (Apolytirion weighting: 50%)

For those subjects with unequal weighting the result of the heavier weighted paper is the one that counts.

For those subjects with three papers in the Mocks, the best result of the two most heavily weighted papers would count.

- Subjects standardise their results in line with the equivalence table and IBDP grades.
- Each of the first two assessment periods would be over a fortnight with time slots allocated for each block within one of the double periods for that subject. No study leave is given. The timing may vary for certain subjects to their specific requirements.
- Subjects with groups in more than one timetable block prepare different papers for each group to remove the possibility of students gaining access to the questions before their assessment. These papers, and their results are standardised extremely carefully to ensure that they have the same level of perceived difficulty.
- There may be arrangements for sitting assessments after school.
- The Apolytirion does not include any privately taught IBDP courses.

Although we mention the Apolytirion in our references for students, we submit A Level and IBDP predicted grades to UCAS (the UK's universities admissions service) as well as other European and international colleges and universities. Offers from universities are mainly based on the A Level and IBDP prediction. This is a general expectation as we follow the English national curriculum throughout the Key Stages with the completion of A Levels in the 6th form. Students who fail to complete the correct number of days attendance in a school academic year may be required to repeat the year before continuing to progress through the school.

Any cases of students that have surpassed the number of days of minimum absences must be reviewed by the Teachers' Association.

Minimum Subject Grade for Apolytirion Calculation

From the 2026-2027 academic year onwards, the minimum grade that may be recorded for any individual subject in the calculation of the Apolytirion shall be 8/20. Where a student's final subject grade is below 8/20, the grade entered for the purposes of the Apolytirion calculation will be adjusted to 8/20. For example, a subject grade of 6/20 or 7/20 will be recorded as 8/20 when calculating the overall Apolytirion average.

b. Grading Policies

Effective marking and feedback should:

- Identify achievements and the next steps in students' learning.
- Relate to learning objectives and success criteria for each lesson.
- Give students specific praise for the success of their work, showing it is valued.
- Give students clear strategies on how they can improve their work.
- Be read by students and time should be given for them to improve their work.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Show consistent codes and procedures throughout the School (although it is recognised that there are also departmental or key stage specific forms of marking or rewarding such as house points, merits, certificates etc.). Provide a tool for teacher assessment.
- Help parents/guardians to understand the strengths and areas to develop in their children's work.
- Improve levels of literacy across the school.

c. Feedback and Marking Guidelines

WHOLE SCHOOL POLICY	
Teachers Will:	Students Will:
Monitor students' books regularly to assess progress and learning.	Complete all work in books and folders neatly and with care, including dates and titles.
Identify ways to improve the work or promote further learning and progress.	Ensure books are handed in when requested and by the given deadlines.
Feedback to the students: - verbally - through notes on board/on sheet - in books in a contrasting colour pen to the one used by the students but not in red - using Office 365 <i>Feedback is specific and clear</i>	Carefully listen to /read teacher feedback. Ask for clarification if the feedback is not clear.
Set appropriate tasks to promote learning and progress e.g. - 1. questions to check learning and understanding - 2. corrections - Extending writing - 3. Further research and wider reading.	Students will complete all tasks to the best of their ability.
Provide opportunities for students to respond to feedback and so promote	Respond to the tasks set to make improvements and learning clear.

WHOLE SCHOOL POLICY	
Teachers Will:	Students Will:
improvement. Time for this should be a regular feature of lessons.	
Expect and ensure that students respond to opportunities for improvement.	Expect and recognise the importance of improving work.

d. Tests and Examinations

Assessment Aims

The School is committed to ensure that Assessment, Reporting and Recording provides students, staff, and parents/guardians with information to set realistic and challenging targets for students to progress and improve their learning. In turn this will lead to students achieving the highest grades possible in both internal and public examinations.

The aims of the assessment policy within the School are to improve the learning of all students and enable each to fulfil their potential. This will be achieved by procedures which:

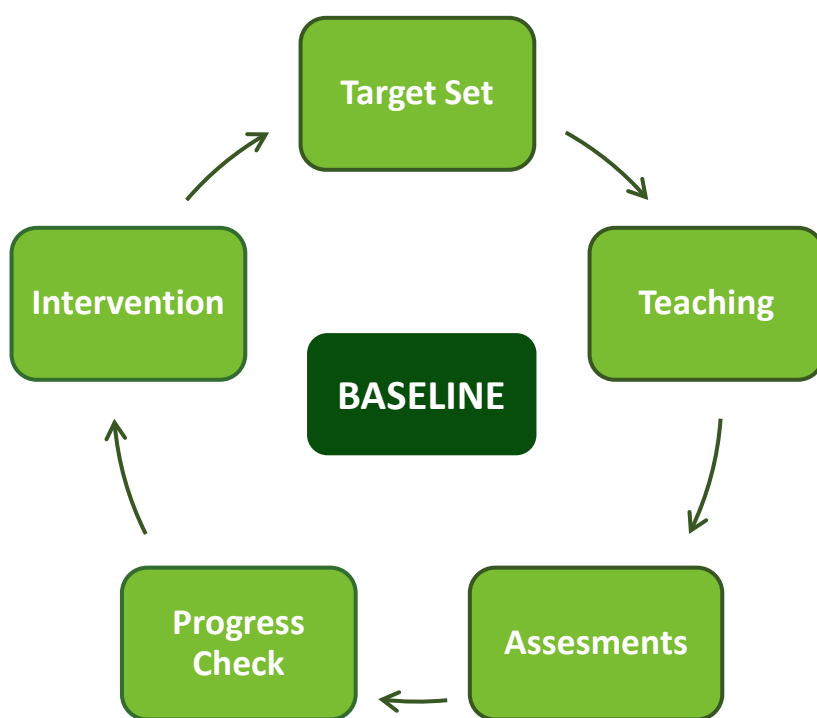
- ensure that methods of assessment are appropriate for the purpose for which they are intended;
- help to identify individual needs of students to ensure that appropriate teaching methods and materials are being used;
- enable the potential, progress and performance of individual students to be identified and to inform future teaching;
- offer students the opportunity regularly to review progress and set personal targets for the future;
- enable teachers to use objective data to set formal targets for students
- encourage teaching staff to share and discuss assessment criteria with students and parents/ guardians
- encourage students to assess and be aware of the strengths and weaknesses in both their own and other students 'work;
- enable teaching staff to share views on progress with students and their parents/guardians.
- provide students with the possibility of attaining the highest grades possible.
- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and examinations).

Procedures

Data on students 'attitude to learning and attainment in every subject area is collected across the year in line with the assessment calendar. These data collections are linked into meetings, progress checks, reports and during parent-teacher consultations. The monitoring of student progress and effective target setting in all year groups underpins our vision to ensure that every student realises their full potential.

Baseline Assessment

We make use of data from the CEM (Centre for Evaluation and Monitoring) baseline assessments. This includes Midyis in Year 7, Yellis in Year 10 and Alis in Y12. We also make use of ALPS data for Y13 in monitoring individual as well as subject and school wide academic performance. Data from baseline tests and other data enables us to set realistic and challenging targets for our students and then to be able to benchmark their progress against these targets. Students receive two progress checks and a full written report during the year. Students' progress towards their targets and their attitude to learning is continually monitored. Individual targets are set to help students' progression and we place great emphasis on celebrating success through our rewards system.



Monitoring And Evaluation

Data is continually monitored by class teachers, Middle Leaders and the Senior Leadership Team (SLT). Data reports are prepared by Heads of Year at Christmas, Easter and the end of the school year/start of new one, identifying students requiring intervention and this is shared with the senior leadership. A full analysis of all results in their subject areas is submitted by Heads of Department at the School every September to SLT. Data updates are reported to the Board's Senior School Committee on an annual basis. At the point of data

collection, attainment is checked and intervention may take place. For students who are underachieving, an intervention plan will be put in place. This may include extra support, letters home, meetings with parents/guardians, setting individual targets or support from a member of staff. For those students exceeding their targets, teachers may want to increase their annual targets to ensure there is sufficient challenge. Intervention plans are also put in place to carefully monitor SEND/EAL (Special Educational Needs/English as an Additional Language) students.

Assessment of Learning – Summative Assessment

Tests or quizzes are used at the end of a unit of work or to test understanding.

Formal testing takes place at the end of every year from Years 7-13. This takes the form of end-of-year school examinations in Years 7-10. All summative, internal tests will be returned to students so they may be used for formative purposes and areas for improvement identified and worked on.

Year 13 also sit internal Apolytirion tests at the beginning of December and the end of January/February and then via their Mocks in March. The combination of these marks in addition to three other components in PE, Financial Education and General English will be used to formulate a mark out of 20 for their final Apolytirion which is awarded at the graduation ceremony at the end of June. The Apolytirion can only be obtained with an average attendance figure of 90%+ and completion of all 6 components.

In Year 11 students will sit I/GCSE examinations, in 8 subjects. Some students may be offered to do further IGCSEs in Maths and English. In Years 12 and 13 students will sit AS and A2/linear A level examinations in 3-4 subjects normally. Internal results will be fed back to students during specially timetabled days. This allows teachers to provide formative feedback to students to help them improve their skills and understanding and set targets for the following academic year. External examination results can be obtained online or from the School on Results Days. At I/GCSE and A level the exams officer and SLT will be available at the School on results days in August in case of queries or advice on re-marks and re-sits.

Plagiarism

The school has an Academic Integrity policy which is shared with all examination level students at the start of the academic year. Subject teachers will also inform them of the penalties for plagiarism/collusion. The School uses plagiarism software to identify cases of plagiarised work. If the School suspects a student of plagiarism/collusion, their work will not be submitted to the examination board as per Exam Board regulations as well as not to risk the entire cohort's assessment for the exam paper in question.

Re-marks and Re-sits in External Examinations

All applications for re-sits at GCSE, IGCSE and AS and A2 levels must be made through the British Council. These applications and the exams themselves are organised by the British Council and any questions or queries regarding re-sits must be directed through them. Information and application forms are available from the British Council.

Enquiries About Results

All applications for Access to Scripts (ATS) or “Enquiries About Results” (EARs) are made through the Examinations Officer. There are several services available:

1. Clerical Check

Clerical check (papers will not be re-marked, marks are only re-calculated). This service includes:

- check that everything you have written has been marked.
- all the marks have been added up to give the correct total mark.
- the total mark has been correctly entered.
- the application of any adjustments.

2. Re-mark

A senior examiner will re-mark the paper, checking answers against the mark scheme. Once a paper has been re-marked, a clerical check is made as above. The enquiry should be completed within 30 days of acknowledgement of request.

3. Priority Re-mark (EDEXCEL EXAMS ONLY)

This offers the same services as EAR Service 2, but the enquiry should be completed within 18 days of acknowledgement of request (only available for year 13 students who have a place at university or a further education college that is dependent on their A level results).

4. Review of Moderation

Post-results review of moderation for internally assessed/externally moderated controlled assessment and coursework components.

Where centre marks have been adjusted during moderation, this service checks that the moderator has made an accurate judgement on the centre’s ability to mark the work to the national standard. This includes:

- a review of the original moderation by a senior moderator.
- feedback with a similar level of detail to the original moderator report.

This service can't be requested if centre marks have been agreed during moderation.

Access to Scripts (ATS)

Copies /originals of exam scripts are made available. Deadlines for all applications must be strictly adhered to, if missed enquiries cannot be applied for at a later stage.

The deadlines vary but are generally as follows:

Third week in August	Deadline for applying for priority re-marks for EDEXCEL
First week in September	First date for application of Enquiries about Results.
Third week in September	Deadline for application of Enquiries about Results for all EDEXCEL, CIE and AQA exams.

Appeals

Any appeal against decisions must be lodged by the Centre, in writing within specified time limits. The School reserves the right to ask to see a script if the student has not requested a re-mark. The School also reserves the right to ask for re-marks and pay for this service if SLT decides that this will help the School to raise future attainment or if the School suspects that marking has been harsh. If the School requests a return of script or re-mark, it will bear the cost.

Low Attainment in Formal Examinations

Where a student has performed below the expected level, they may be asked to re-sit the year. This will be done on a case-by-case basis and according to the individual profile of the child. The procedures to be followed for low achievement are those detailed in the School's Student Promotions Policy.

If a student achieves below the expected level at KS3 or in Year 10, unless he/she has designated special educational needs, he/she may be asked to re-sit their examinations either in June or at the start of September. This will be decided on a departmental level (however based on a general rule of thumb of pupils achieving at least 2 or more grades below their target or below 50%) and then senior leaders will be advised who is re-sitting and why. **Parents/guardians can also ask for internal examinations to be remarked and or moderated internally.**

Students achieving grade C/grade 5 or below in a subject at I/GCSE are not advised to choose this subject at A level. If parents/guardians insist on their child taking this subject they will receive a formal letter from the School reminding them that we advised their son or daughter not to take the subject and that they should expect low grades at A level such as Ds, Es or even Us.

e. Assessment For Learning – Formative Assessment

In order to help students to understand any gaps in their learning and to know how to improve teachers at our School employ formative assessment techniques. This involves less formal assessment on a daily basis during lessons and using homework. Assessment for Learning is

any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning.

It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence.

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their students, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Aspects Of Formative Assessment

Formative assessment uses five key strategies:

1. clarifying and sharing learning intentions/objectives and criteria for success (sharing learning intentions).
2. engineering effective classroom discussion, questions and learning tasks that elicit evidence of learning (questioning).
3. providing feedback that moves learners forward (feedback).
4. activating students as owners of their own learning (self-assessment).
5. activating students as instructional resources for one another (peer-assessment).

All of the above converge into one central theory: **using evidence of learning to adapt lessons in real time to meet students' learning needs.**

Sometimes a piece of homework may be marked in class by students (they may mark their own or another student's work), guided by the teacher or by examination specifications and grade criteria. At other times the teacher may mark the work and include written feedback on how it can be improved without including a summative score or grade. However, grades and scores will also be given routinely, to help children to know where they are in their learning journey. For more details on homework, please refer to our Teaching and Learning Policy and Homework Policy.

Assessment calendars and procedures

At our School an individual expected measure of achievement is set for each student at KS3 using the data provided by CEM (Centre for Evaluation and Monitoring). If this measure is felt to be too low by teaching staff, it may be amended, after evidence and reasons are brought to SLT for discussion and approval. The expected measure is featured on sent to parents allowing parents and students to benchmark their actual academic progress against their expected measure of achievement.

Targets for Years 10,11,12 and 13 are set using CEM Yellis Alis and ALPS data.

The data collected for reports is scrutinised by Heads of Department and Key stage leaders to look for any patterns of underachievement. Meetings are held with SLT to discuss intervention strategies. Any underachievement will be communicated to students and parents/guardians via a letter and/or a face-to-face meeting.

At present, reports containing current grades and target grades as well as attitudes to learning are sent to parents at Christmas and Easter. A full written report containing data with formative comments is sent out at the end of the academic year in July for years 7-10. Reports with formative comments are sent at the end of the Spring term (after Mock exams) to parents of Years 11-13.

f. Responsibilities in relation to assessment

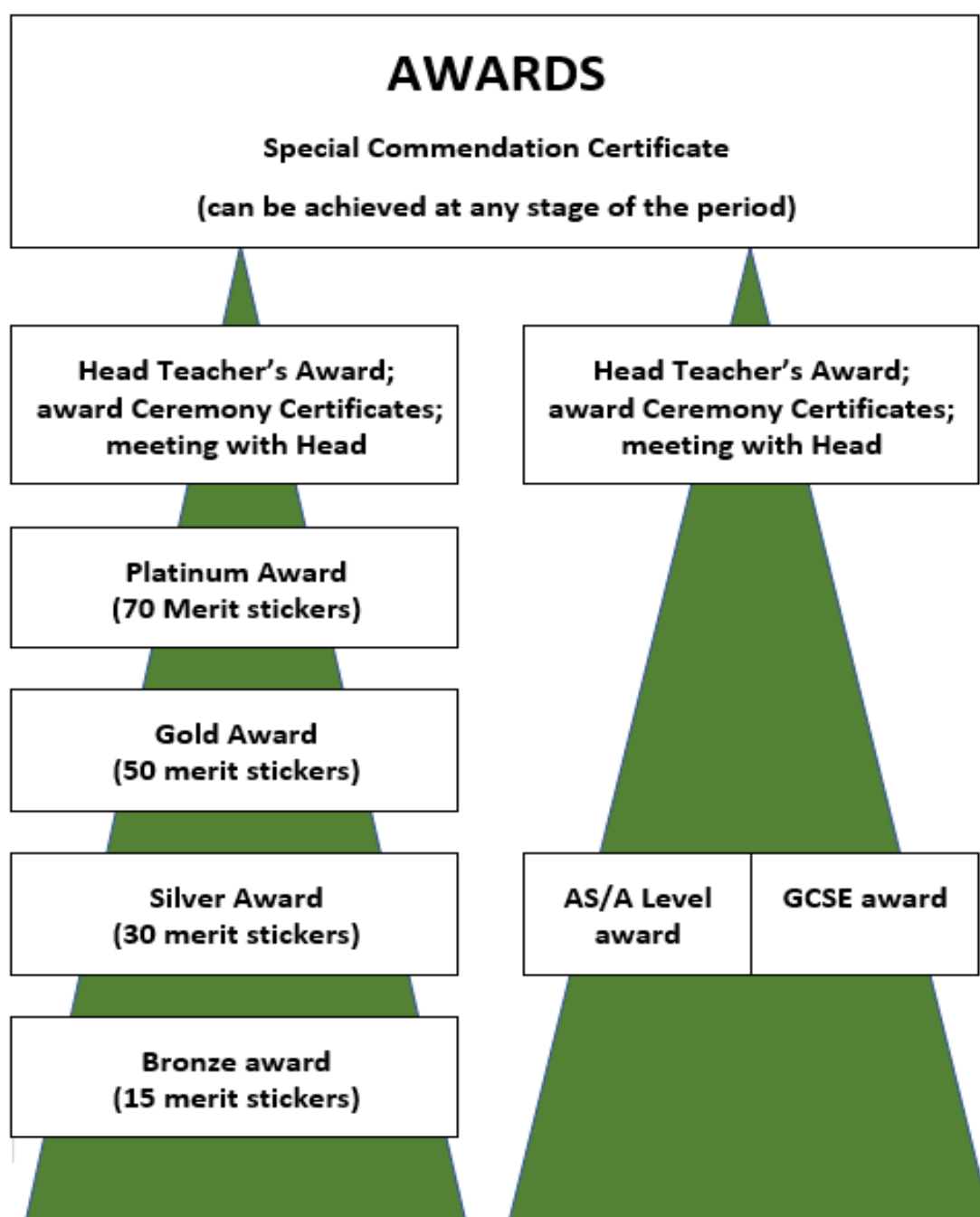
The Headteacher and Deputy Head Curriculum, Assessment and Teaching + Learning – Baseline testing.

Heads of Year/Heads of Department – monitoring progress against targets and intervention strategies.

SLT – overall monitoring of all students' academic progress against targets.

Inclusions Manager – monitoring of progress against targets of SEND/ more able pupils.

Teaching staff – awareness of baseline targets. Regular use of formative and summative assessment to check progress of students.



g. Special Educational Needs and Disabilities

Our School is an equal opportunities establishment and welcomes applications from parents/guardians of students with Special Educational Needs and Disabilities or students who have English as an Additional Language. The School has an Inclusions Manager at the School who oversees the development of the students with registered Special Educational Needs or Learning Difficulties, liaises with external agencies and provides support, advice and in-house training to School staff.

The Principal has the responsibility for all decisions concerning the acceptance and/or non-acceptance of students with disabilities after consultation with colleagues and parents/guardians in order to establish whether a student's individual needs can properly be met or not by the School.

Admission to the Senior School depends upon a prospective student exhibiting the potential to cope with mainstream education. This includes an extended curriculum in all parts of the School. The School must also feel reasonably sure that it will be able to educate and develop the prospective student to the best of their potential and in line with the general standards achieved by the student's peers, so that there is every chance that they will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life.

The Senior School's policy is to apply the above criteria to all students and all potential students regardless of any special educational need or disability of which it is aware.

Definition

Students are described as having 'special educational needs '(SEN) or 'special educational needs and disability '(SEND) if they have a learning difficulty and/or disability which needs a special education provision made for them.

A learning difficulty means that a child has a significantly greater difficulty in learning than the majority of students in the same age group both at school and 'nationally 'or has a disability which is defined as someone who has a mental or physical impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

EAL – Students with English as an Additional Language are defined as follows: *'Students who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the School.'*

Our School recognises the need to provide a supportive, positive learning environment for students with Special Educational Needs or Disabilities and for students who have English as an Additional Language.

Procedure to Support Students with Special Educational Needs and /or Disability and English as an Additional Language

On application to the School, a request is made for information on the student. Parents should communicate to the School any information they have about the student with regards to Special Educational Needs or disabilities and provide the necessary documentation.

All students, including those with Special Educational Needs and English as an Additional Language, must sit and pass the School's Entrance Exam in order to be offered a place at the Senior School. Special provision and accommodations for the Entrance Exam will be made if

the School has proof of prior provision from a previous school or there is an educational psychologist's report.

On acceptance to the school:

The student with SEN(D)/EAL is included on the School's SEN(D)/EAL register.

Staff Training Workshops

Staff Training Workshops provide an opportunity for staff to be briefed regarding the needs associated with particular forms of difficulty/disability. Since many staff come into contact with any particular student during the course of his/her education, it is important that there is a good level of awareness as to the issues which are likely to arise and to be informed of the best teaching and learning practices to be used in the classroom to support the student.

Health and Safety

Students with certain learning difficulties/disabilities will be at greater risk of accident or injury. The School will undertake a specific risk assessment for all students entering the School and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk.

Curriculum Modification

Depending on the individual circumstances, the full range of school academic and non-academic activities may not safely or reasonably be available to students with learning difficulties/disabilities. An assessment will be made as part of the admissions process and parents/guardians will be advised accordingly. Where reasonable and practicable, other options will be offered. **Individual learning plans cannot be prepared for all cases. There may be requests that cannot be met due to a variety of factors including, amongst others, availability of resources.**

Participation in sports and afternoon activities

Risk assessments will be necessary for each student with disability per sport/activity.

Assessment and Examinations

Where it is appropriate to make adjustments regarding assessment and examinations, the School will take advice from the Examination Boards. The School will adopt the procedures of the Boards for its internal and external examinations.

School Trips

School trips are already subject to scrutiny at the planning stage. Risk assessments will be appropriate for students with learning difficulties/disabilities and parents/guardians will be advised accordingly.

Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular students. Needs would be assessed on a case-by-case basis.

University Applications

Sensitive, focused advice is appropriate when matching the needs of students having learning difficulties/disabilities with appropriate Higher Education Institutions.

The Senior School Database

Access to student information by the teaching staff is particularly important where students have learning difficulties/disabilities or other challenges which make them vulnerable or can put them at risk in particular situations. The School database enables information to be held which is relevant to the needs of students. The database incorporates information concerning medical/health issues, particular risks or concerns arising from a disability, and learning difficulties.

Specific Disabilities

Students falling into this category can be the most challenging for schools. Each case is assessed individually, and parents/guardians are advised as to whether the School can accommodate the needs of their child. The Senior School must know the details concerning a student's circumstances and requirements before any final decision is made.

Legislation

Provision for students with SEN(D)/ EAL in the School is in line with Cyprus and UK legislation, because the rights of students with special educational needs and disabilities are safeguarded by international declarations and conventions ratified by the Republic of Cyprus. This document should be read in conjunction with the school's relevant policies.

h. The Senior School Promotion Criteria for Students

The aim of this policy is to support every student in meeting all academic as well as personal and social expectations.

The School will review all the evidence (both academic and pastoral) and will make a decision on the future of a student which may recommend they leave the Senior School if it is clear that they cannot cope with the academic programme and/or if their behaviour is having a negative impact on others. An alternative is for a student to repeat the Year.

Promotion from:

▪ Year 9 to Year 10

Any student with a D or an E in any subject will be required to revise over the summer and sit a 'catch-up' test at the end of the summer. Such students will also be advised to make changes to options for Key Stage 4 if required.

▪ Year 10 to Year 11

A student's promotion from Year 10 to 11 will come into question if the following conditions apply:

- There is an E grade for English Language and/or Mathematics.

- There are two E grades, or three D grades (or a combination of these) in any subjects.

Cases of concern will be discussed at a Promotions Meeting in June. This meeting will be attended by relevant academic and pastoral staff and The Headteacher.

Apart from academic progress, *attitudes to learning* will be also considered. In particular, a Grade 4 for Attitude to Learning will be a significant contributory factor in discussion at the Promotions Meeting.

Attendance

For students in Years 10-12, attendance of more than 90% is required to proceed to the next year unless there are clear extenuating circumstances that are evidenced by appropriate records.

The same applies for the following:

- More than 52 unauthorised absences from lessons
- OR
- More than 151 authorised absences from lessons

A student's behaviour may also be considered if the number of behaviour reports is significantly high.

Those students who may have technically met promotion criteria but still are clearly in need of support will be required to revise over the summer months and will have to re-sit examinations in relevant subjects at the end of August or start of September.

From Year 11 to 12: Promotion to the Sixth Form

The School will require a minimum level of achievement as set out below to be able to progress into Year 12.

1. *5 passes (grade 9 to 5) at (I)GCSE in subjects* and specifications studied at the school. No student will normally be admitted without a (I)GCSE grade 9-5 in both English Language and Mathematics.
2. The school will normally expect that *a minimum grade 6* is met in the three or four A Level
3. Subjects chosen as Year 12 options. For those students who wish to opt for Further Maths, a grade of 8 or 9 will be required at IGCSE.

Students who have not met the minimum requirements as set out above will not be promoted to the Sixth Form. They will be asked to repeat Year 11. All students receive individual consideration according to their circumstances.

In cases whereby the minimum grade 6 requirement is not met for an A Level opted for in Year 12, alternative subjects may need to be considered.

Attendance of more than 90% is required to proceed to the next year unless there are clear extenuating circumstances that are evidenced by appropriate records. A student's behaviour may also be considered if the number of behaviour reports is significantly high.

Promotion from Year 12 into Year 13

Promotion from Year 12 to Year 13 will be dependent upon a student achieving a *minimum Grade D in at least three A Level subjects studied in Year 12 (in AS Level examinations and/or End of Year school grades for linear subjects)*. If a student in Year 12 does not meet these minimum requirements, they will normally be required to repeat Year 12. All students receive individual consideration according to their circumstances.

It must be noted that any evidence of a poor attitude to learning and/or poor attendance and punctuality will also be taken into consideration regarding whether a student can be promoted.

Final decisions regarding students who are promotion cases lie with the Headteacher.

8. Roles and Responsibilities – Senior School's Teacher Association

According to Section 25 and 26 of the Law for Private Schools

Procedure And Guidelines Regarding Meetings with The Teachers' Association:

The teaching staff of the school constitutes the School's Teachers' Association (TA).

The TA is led by the Senior School Headteacher and Principal and is the highest decision-making body within the School for educational matters which has the responsibility for the methods and means of implementing the educational goals set by the SLT after consultation with the Academic Committee and within the framework of requirements of external examination boards, the ISI inspectorate and the Ministry of Education.

Meetings normally take place once a month. If the Principal/HT wishes, they can call for an extraordinary meeting with an attendance of 1/3 of the Association's members or the members can request a meeting in writing stating the reason for the meeting.

The monthly meetings should take place at the end of the school day. If an extraordinary meeting is to take place during the school day, then extra care should be taken in order for students to miss as few lessons as possible.

The Principal/HT is the chairperson of each meeting (if they cannot attend they can appoint another member of the SLT to attend in their place). If a member of the Senior Leadership Team cannot attend at all, then the most senior member of staff can chair the meeting.

The agenda must be provided to everyone concerned at least 2 days before the date of the meeting. No invitation or agenda is required in the event that the members will continue discussing issues mentioned in a previous meeting. During any monthly meeting if the majority of the members requests wish to raise a new issue, then it can be placed on the agenda.

In order for any decision taken to be valid the majority of the members present must vote in favour. In the event that there is a tie in the voting numbers then whatever the Chair of the Committee /Association or the person chairing the meeting will have the decisive vote.

Every decision made is recorded in the minutes and all the necessary justifications for that decision are also recorded. The minutes will be recorded by a member of the teaching staff who is elected every six months. If requested, the opinion of the meeting's minority voters is also recorded.

Voting is conducted through the raising of hands and is only conducted in secret if requested by the majority of the members.

The minutes of each meeting are validated and signed by the Chairperson and the Secretary in the next meeting.

A quorum is achieved when half of the Association's members plus one are present in the meeting. Non-attendance must be justified at all meetings.

At the beginning of the year the TA approves the following issues:

1. Day-to-Day School Operation Issues (break duties / timetable and period allocation)
2. Elects the members of the Student's Disciplinary Board / Disciplinary Committee, the TA members of the Academic Committee, the Events and Trips Committee and any other committee it deems necessary.
3. Elects up to 2 Representatives to the Board.
4. Chooses the flag bearers for all national parades etc.

The TA:

- Decides upon the necessary disciplinary measures.
- Assesses students' conduct for report purposes.
- Approves student absences and decides whether a student will be promoted or not based on attendance and the student's academic record.
- Decides all school trips and school events taking into consideration the Student Council's decisions
- Can have meetings with the Senior School Parents' & Guardians' Association (SSPGA) to discuss school related issues, after a written request is submitted to the School's management by the SSPGA.
- The Associations' meetings can be attended by a Representative of the Student Council if requested by either the TA or the Student Council if the latter officially requests to be present at least two days before the date of the meeting.

TA and Students' Disciplinary Board / Disciplinary Committee

The Student's Disciplinary Board / Disciplinary Committee shall consist of the following members of Staff and Pupils:

- The Principal (or his/her representative Headteacher, Assistant Head or Deputy Head) should chair this committee.
- Two elected members of the Teachers' Association.
- The Form Tutor (responsible for the student's registration group).
- Representatives of the Student Council (elected by students or the Head Boy or the Head Girl).

Disciplinary Actions

The Principal of the School cannot increase or reduce the sanctions imposed by either the Students' Disciplinary Board/ Discipline Committee or the Teachers' Association.

The jurisdictions of the Students' Disciplinary Board/ Discipline Committee are determined according to the ones stated in the legislation regarding the operation of Public Schools in Cyprus. The Teachers' Association can impose harsher sanctions than the Student's Disciplinary Board / Discipline Committee as they can ask for the student to be suspended for a period of up to 6 days. If the School wishes to suspend a student for more than 8 days or to expel them, then the School will need to write a letter to the Minister of Education requesting approval.

The student's parents/guardians can submit their views and opinion at any point of the investigation. If the Ministry's decision is to allow the School to expel the student, then they can register at another school.

The minutes for any disciplinary meeting will be recorded by a member of the administration staff and the School Registrar will be responsible for keeping all relevant records and an archive of minutes from the meetings.

Academic Committee

The Senior School Academic Committee is to provide academic leadership within the school by having oversight of the formal education provision and the overall student experience.

The key purpose of this Committee is to ensure that the curriculum meets the needs of all students at the School in developing freely their personality and their interests, it fulfills the school's purpose objectives as stated in its Internal Regulations and is in accordance with the School's mission statement.

To do this, the Committee receives reports from Heads of Departments on the progress of the School's Teaching and Learning priorities, as outlined in the School Strategic Development Plan. These priorities may refer to areas such as quality of teaching, homework, differentiation, feedback and marking etc.

In addition, the Committee reviews school policies that pertain to teaching and learning, for example the Teaching and Learning Policy, the Marking and Assessment Policy, More Able Policy and SEND Policy.

The Committee forms part of the Teachers' Association and can formulate recommendations and suggestions for any proposed change regarding its terms of reference.

The recommendations must first be discussed at Departmental meetings where teachers can have an input and share ideas relevant to the Committee's suggestions and recommendations.

Once these are collected, they will be discussed at Committee level before a final recommendation for change is made. For any recommendation to be finalized and become school policy, it must be first discussed and voted for by the General Assembly of the Teachers' Association and then ratified by the Board.

Membership of the Committee:

- The School's Principal / Headteacher
- The Deputy Head Curriculum, Assessment and Teaching and Learning
- All the Heads of Department / Faculty / Subject Leads
- Two Teacher Representatives to the Board
- Two elected Teachers' Association Representatives

Meetings of the Committee:

At least once a month.

Terms of Reference of the Committee:

- Chaired by Deputy Head.
- Agenda prepared by Chairperson.
- All proposals must be referred to Departments/Faculties and SLT for final feedback before brought to Teachers' Association.
- The Committee may delegate one or more of its responsibilities to a separate School subcommittee.
- The Committee, in matters of great significance for the School, such as, but not limited to, Curriculum Review, may invite external academic professors from universities and experts in their fields, to advise and offer their expertise.
- The main purposes of the Committee within the School are:
 - to provide educational leadership within the school;
 - to have oversight of the formal education provision in the school and everything that this entails;
 - to enhance the student learning experience in the school;
 - to engage with and address school-level matters raised through quality mechanisms or by students directly.
- Periodically review the curriculum to ensure that it is balanced, broad-based and includes programmes that promote an all-rounded personality, cultural sensitivity, mutual understanding and respect for diversity.
- Have oversight of student feedback for the School, including from Student surveys and Student Council, and take any relevant action.
- Receive, review and make decisions on proposals for programmes or new subjects.

- Have oversight of practice and processes that sustain the academic operation of the school.

Representatives to the Board:

Either at the beginning or at the end of each school year, two staff members of the School Teachers' Association need to be elected in order to represent the TA at the Board of Governors' Senior School Committee meetings. Their responsibilities are:

1. To represent the collective will and the decisions of the TA to the Board.
2. As per the School's constitution, one TA representative has the right to vote in the Senior School Committee meetings.
3. Report back to the TA, in a timely manner, on any discussion, decisions or voting about which the TA needs to be informed.
4. Regular meetings with the Principal, the School's Headteacher and members of the SLT for the setting up of the TA's Agenda.
5. To fulfill these obligations to their best of their abilities, the TA representatives to the Board have 1 period remission per two weeks.